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Criteria for Evaluating Programs of Agriculture in the Community College.

Lloyd Eugene Clyburn

Louisiana State University and Agricultural & Mechanical College

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CRITERIA FOR EVALUATING PROGRAMS OF AGRICULTURE
IN THE COMMUNITY COLLEGE

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Agricultural Education

by
Lloyd Eugene Clyburn
B. S., 1943; M. Ed., 1949
The Agricultural and Mechanical College of Texas
June, 1953

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In that this was in effect a national cooperative study a large number of persons participated directly in its development. A special effort has been made to identify the relative position of each participant in the organization of the study and to cite his contributions. The student expresses his appreciation to those participating in the study, including the chairman and the membership of the National Jury, the chairman and the membership of the Evaluation Committee, the chairman and the membership of the Faculty Advisory Committee, and the special advisors to the study.

The contributions of Juanita Clyburn are especially acknowledged, as she served without recognition or reward as assistant and consultant to the study from its inception to its conclusion.

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ABSTRACT

The statement of the problem being to formulate a set of criteria for evaluating programs of agriculture in the community college, the purpose of this study was to extend the statement of the basic responsibilities of the community college to include meeting the educational needs of the rural population in terms of agricultural education for youth and adults, and to develop a set of criteria for evaluating and stimulating the community college program of agriculture. The study was limited to the consideration of the community college program as it relates to education in agriculture.

Procedure. The jury technique was employed in developing the study. Thirteen functions of the institution in meeting the educational needs of the rural population were projected from the literature of the community college. These functions were restated in terms of 19 statements of principles in 12 areas of the program. These principles, with accompanying evaluative questions, were submitted to the jury as the tentative draft of the criteria.

The tentative draft was revised twice on the basis of the jury's response. Through further study and advisement the second revision was expanded to include 18 criteria in nine areas of the program. Each criterion consisted of a "Guiding Principle," provisions for gathering information pertinent to the evaluation, a group of check

items believed to reflect the provisions of the "Guiding Principle," and one or more "Evaluation" questions designed to prompt the evaluator to register judgment on the pertinent area in light of the standard of excellence stated in the "Guiding Principle." Provisions were made for scoring the check items and registering the evaluations on five-point qualitative scales.

On the basis of the comments and recommendations of the jury and the information gained from the trial application of the second revision to a typical community college program of agriculture, a third and final revision of the criteria was drafted.

The third revision, headed by an introductory statement and a set of instructions for its use, consisted of 18 criteria in the nine areas indicated below:

- I. The Program of Instruction
 - A. Basis for the Program
 - B. Curriculum for Youth in Agriculture
 - C. Co-Curricular Activities for Youth in Agriculture
 - D. Program for Adults in Agriculture
- II. Instructional Plant and Facilities
 - A. Classroom and Laboratory Facilities
 - B. Shop and Instructional Facilities for Farm Mechanics
 - C. Institutional Farm
 - D. Farm Facilities for Agricultural Instruction
- III. Library Facilities and Services
- IV. Student Personnel Services
 - A. Organization of Guidance Services
 - B. The College Catalogue, Bulletins and Announcements
 - C. Placement and Follow-Up Services
- V. Departmental Organization and Teaching Staff
 - A. The Agricultural Teaching Staff
 - B. Departmental Organization and Administration
- VI. Supervision of Instruction

VII. Administration

VIII. Articulation and Community Service

A. Cooperation with Other Institutions and Agencies

B. Community Service

IX. Public Relations

The third revision of the criteria, appearing in an applicable form, constituted the conclusive statement of the study.

CHAPTER I

INTRODUCTION

The history of American education has been characterized by the continued upward extension of the common school program for the attainment of civic, social and vocational efficiency. In the colonial period it was considered essential that one be able to read the laws of the land and the covenants of the Church, and to write and cipher. By 1830 the citizen was commonly called on to make the law as well as abide by it, and to carry on in a more complicated economic and social order. Therefore, the accepted terminal level of education was extended upward to include the completion of the eight-graded school. By the beginning of the twentieth century the accepted terminal level of education was the completion of the twelfth grade.

Later in the first half of the twentieth century it appeared that something more than the high school level of education was needed to promise efficiency in citizenship, society and vocational endeavor. There also arose the need of learning for the continued retainment of these qualities. The community college came into being in an attempt to fulfill these needs.

Although the philosophy and general objectives of the community college have been formulated they have not been clearly stated in terms of agricultural education and responsibilities toward

rural people. Each college, for the most part, is an independent institution free to chart its own course, this being a paramount characteristic of the community college. Along with this freedom of movement, however, goes some lack of direction, thus presenting a number of problems.

1. The Problem

Statement of the problem. Criteria for Evaluating Programs of Agriculture in the Community College. This implies the formulation of a set of criteria for evaluating programs of agriculture in the community college.

Scope of the study. The study was limited to the formulation of an instrument for evaluating the community college as it relates to education in agriculture. It was assumed here that instruction in the various related departments which serve students of agriculture was adequate or at least apart from this study. At the same time, however, it was considered essential that provisions be included for evaluating certain other related aspects of the institution.

Importance of the study. The role of the community college in the scheme of American education was clearly defined by the President's Commission on Higher Education,¹ by Bogue,² and by Conant.³

¹The President's Commission on Higher Education, Higher Education for American Democracy (Washington, D. C.: Government Printing Office, 1947), I, 67-70; III, 5-11.

²Jesse P. Bogue, The Community College (New York: McGraw-Hill Book Co., 1950), pp. 1-76.

³James B. Conant, Education for Future Security (Cambridge, Mass.: Harvard University Press, 1948), pp. 267.

It appeared, however, that clarity of direction in agricultural education was particularly lacking. A new-comer in the scheme of American education, the community college found itself sharing educational responsibilities with the secondary-school and the land-grant college, both long established institutions.

There appeared to be a need to evaluate the agricultural program of the community college in order to identify it with the objectives of the institution and to lend direction for growth in service and efficiency of the program. There appeared to be a need for the stimulation of self-evaluation on the part of the individual community college.

Hypothesis. The study postulates the following central hypotheses:

1. Effective agricultural education in the community college can be defined in terms of the generally accepted responsibilities of the institution toward its rural population, and these responsibilities and functions can be defined operationally: i.e., in terms of specific factors, conditions and procedures which can be observed.
2. The formulation of evaluative criteria for the community college program of agriculture can be accomplished cooperatively on a nation-wide basis by a group of recognized authorities and leaders in this field.
3. The crystalized judgment of a jury of recognized authorities and leaders in the field of community college agricultural education plus a single trial application of the resulting criteria to a representative community college program of agriculture can lead to the development of a set of criteria of a sufficiently high state of

validity and reliability for its general application in evaluating and stimulating all community college programs of agriculture.

Method of Procedure

A body of accepted statements of functions and responsibilities of the community college were drawn from the literature. These statements were then expressed in terms of responsible functions in agricultural education. From these functions thirteen areas of the program were identified for the purposes of evaluation.

The responsible functions of the community college in agricultural education were expressed again in terms of a body of principles applied to the specific areas identified in the program. These statements, each accompanied by an "Ascribed Principle" or secondary supporting principle, and one or more evaluative questions, composed a tentative draft of the criteria.

The tentative draft of the criteria was submitted to a national jury of experts in the field of community college education and agricultural education for criticism, the jury technique being employed to validate the study. The tentative draft was also reviewed in a workshop conference of the agriculture section of the Texas Junior College conference at College Station, Texas, in October, 1952.

The opinions of the jury were summarized, and the tentative draft of the criteria was revised accordingly. The combined criticisms of the jury, along with the first revision, were submitted to the chairman of the jury for a summary review. From his suggestions a second revision was formulated.

The second revision of the criteria was expanded to include instructions for gathering information believed to be pertinent to the application of the stated principle, and checklists of statements describing conditions and provisions which were believed to reflect the standards of excellence contained in the stated principles. The criteria were preceded by an introductory statement, a five-point scale for the scoring of the checklists, a second five-point scale for registering evaluations, and instructions for the application of the criteria.

The second revision of the criteria was submitted to the jury for criticism. This version was applied to a typical community college program of agriculture.

On the basis of the opinion of the jury and the trial application a third and final revision of the criteria was made.

Definition of Terms Used

Adult Education. Good⁴ defined adult education as:

"formal and informal instruction and aids to study for mature persons; (2) all activities with an educational purpose carried on by mature persons on a part-time basis; (3) any voluntary, purposeful effort toward the self development of adults, conducted by public and all private agencies, such as adult schools, extension centers, settlements, churches, clubs, and Chautauqua associations, for informational, cultural, remedial, vocational, recreational, professional, and other purposes; utilizes such forms of class or group as the colloquy, discussion, panel, forum, round table, reading circle, institute, tutorial class, and

⁴Carter V. Good (Editor), Dictionary of Education (New York: McGraw-Hill Book Company, 1945), p. 13.

short courses; directed toward such special subjects as citizenship, consumer problems, cooperatives, child welfare, farming, health, and industrial relations and to the fields of art, literature and science."

Agricultural Education. Agricultural Education was defined by Good⁵ as:

"education for duties and responsibilities related in some way to agriculture, provided for persons engaged in or expecting to engage in farming and other agricultural occupations and for persons who are not and do not expect to be engaged in agricultural occupations; included in the programs of elementary schools, secondary schools and colleges."

Vocational Agriculture. The definition of vocational agriculture, according to Good is, "education in agriculture for persons engaged in or expecting to engage in farming as a vocation."⁶ It has been established in the literature of vocational agricultural education that the student with certain definite objectives in mind, works toward the acquisition of a body of knowledge, skills, techniques and attitudes from the simultaneous application of study and supervised practice.

Supervised Farm Practice. Supervised farm practice is defined by the Federal Board for Vocational Education⁷ as:

"that practice performed by the pupil more largely on his own responsibility and over which the supervisor exerts an influence and power of approval. It implies the working

⁵Ibid., p. 18.

⁶Ibid., p. 18.

⁷Federal Board for Vocational Education, Supervised Practice in Agriculture Including Home Projects, Bulletin No. 112 (Washington, D. C.: Government Printing Office, 1926), pp. 4-5.

out of plans and the carrying out of such plans by the pupil under the general guidance of the supervisor. Supervised practice deals with both managerial and operative training and is a common practice by vocational pupils on home farms."

Agricultural Evening School. Good⁸ defined the agricultural evening school as follows:

"a school providing 10 or more evening meetings per year, conducted as a part of a local public school system, to give adult farm operators (usually 25 years of age or more) systematic and organized instruction related to their specific farm problems."

Terminal Course. A terminal course, as defined by Good,⁹ is:

"a course consisting of practical work and instruction in technical subjects and social studies, the purpose of which is to make the individual more efficient socially, more intelligent as a citizen, and more competent in a nonprofessional or semiprofessional occupation (especially in commercial, engineering, agricultural, secretarial, and health fields); best suited to the needs of high school seniors and junior college students who are not planning to enter higher institutions of learning."

Academic Curriculum, Transfer Courses and Transfer Curriculum.

The term transfer course in the literature of the community college has come to be synonymous with academic course, signifying that a course offered in a junior or community college is acceptable at a four-year institution to apply toward the baccalaureate degree. The term transfer curriculum has come to bear the same meaning, signifying a body of prescribed courses representing approximately the first half of a particular program leading to the baccalaureate degree. The term

⁸Good, op. cit., p. 157.

⁹Good, op. cit., p. 109.

transfer curriculum has been used interchangeably with that of academic curriculum in the community college literature.

Terminal Curriculum. The term terminal curriculum has come to carry the same meaning as Good's broader definition of terminal course, signifying a body of prescribed courses or subjects designed to prepare the individual to engage in a specific, nonprofessional occupation.

General Education. Good¹⁰ defined general education as:

"a broad type of education aimed at developing attitudes, abilities, and behavior considered desirable by society but not necessarily preparing the learner for specific types of vocational or avocational pursuit; sometimes used as a synonym for cultural education or liberal education."

Vocational Education. The definition of vocational education given by Good¹¹ was:

"a program of education organized to prepare the learner for entrance into a particular chosen vocation or to upgrade employed workers; includes such divisions as trade and industrial education, agricultural education, and home economics education."

Related Studies. The term related studies was defined here to be synonymous with Good's¹² definition of related subject, which is as follows: "a classroom subject intended, not to teach specific vocational skills, but to increase the student's vocational knowledge, understanding, and ability in the field. . ."

¹⁰Ibid., p. 133.

¹¹Ibid., p. 448.

¹²Ibid., p. 396.

Community College. The term community college, its official origin being with the President's Commission on Higher Education,¹³ was defined by the Commission as:

"applied to the institution designed to serve chiefly local community needs. It may have various forms of organization and may have curricula of various lengths. Its dominant feature is its intimate relations to the life of the community."

Rural Community. In that there existed such great variations in the organization and sources of support of the community college of the United States it became necessary to give some geographic definition to the territory which it serves. Such colleges are organized on the public school district plan in some areas, the city college plan in others, as well as the county unit, joint-county unit, congressional district unit, regional unit and state college plan.

For the purposes of this study the rural community was defined as the retail trade territory and agricultural marketing area served by a community center or focal metropolis.

Evaluation. Evaluation was defined by Good,¹⁴ as "the process of ascertaining or judging the value or amount of something by careful appraisal."

¹³The President's Commission, op. cit., III, 5.

¹⁴Good, op. cit., p. 156.

Evaluative Criteria. Humphreys,¹⁵ defined the term evaluative criteria for the purposes of this study as:

"an instrument made up of a number of sections, each of which differs from the other. Each section includes for the most part, (1) a statement of principles; (2) a checklist of conditions, standards and provisions, which when present assure the conditions prescribed in the principles; (3) one or more statements of evaluation (measures) which constitute a measure (on a scale of points) of the extent to which the sum total of the conditions prescribed in the checklist conform to the principles. The section as a whole constitutes an instrument of evaluation which is used for rating, stimulation, growth, standardization, etc. This whole instrument has been designated in our literature as Evaluative Criteria."

This definition is in keeping with the definition given by Davenport,¹⁶ which reads in part as follows:

"Each criterion consists of the enumeration of a fundamental and basic principle, a list of characteristics which contribute to the working of this principle, and a provision for an evaluation of the operation of this principle in a local situation on a five-point scale. The degree to which a local program meets or fails to meet the characteristics of a desirable situation furnishes the basis for evaluation, stimulation, and growth."

Organization of the Study

Chapter I of the thesis contained an introduction to the problem. Chapter II was devoted to a review of related literature in which the development of the community college was traced, including

¹⁵L. E. Humphreys, Unpublished Correspondence (Logan, Utah: December 29, 1952).

¹⁶Roy L. Davenport, Development of Evaluative Criteria (Baton Rouge, Louisiana: Unpublished notes of Roy L. Davenport, 1951), p. 7.

the adoption of a focal philosophy and the establishment of its responsible functions. Pertinent evaluative studies were also treated in the second chapter.

The procedure of developing the criteria was treated in Chapter III, including the selection of a national jury of experts, the formulation of the tentative draft of the criteria, the jury's reaction, the first revision of the criteria, a further study of curricula for community college students of agriculture, the second revision and expansion of the criteria, and the second response from the jury. The trial application of the criteria was reported in Chapter IV.

Chapter V consisted of a third and final revision of the criteria, which was proposed as a concluding statement of the study, and a group of recommendations for the use and improvement of the criteria.

CHAPTER II

REVIEW OF RELATED LITERATURE

Development of the Community College

The American junior college had its origin largely in the efforts of university leaders to facilitate the scheme of higher education as their particular institutions were concerned. The community college grew out of the efforts of local leaders to adapt the junior college to the extended needs of the people it served.

University Feeder Schools. Influenced by the European system of education certain university leaders maintained that since the first two years of the traditional four-year college course dealt primarily with general education this area rightly belonged to the secondary school. Such a shift would permit the granting of the baccalaureate degree at the end of two years college work, in keeping with the European custom. Yet it was considered essential that the student come to the college with at least two years study in addition to that which the high school offered. Bogue,¹⁷ listed among the leaders of the movement, President Henry P. Tappan of the University of Michigan, President Edmund J. James of the University of Illinois,

¹⁷Jesse P. Bogue, The Community College (New York: McGraw-Hill Book Co., 1950), p. 81.

William Watts Folwell, first president of the University of Minnesota, and Professor Alexis F. Lange of the University of California.

Noble,¹⁸ related that President William R. Harper of the University of Illinois, in 1902 recommended the extension of the high school program to six years, to include the freshman and sophomore years of the traditional college program. The high school of Joliet, Illinois, organized a junior college department that same year. In 1907 the California Legislature authorized public school districts to offer lower division college courses in the high schools. Ten high schools added the thirteenth and fourteenth grades under this act up to 1917, maintaining the junior college departments at local expense.

The Ballard Act of the California Legislature was passed in 1917, providing state and county support for the junior college grades of the high school. A law permitting the establishment of independent junior college districts was passed by the California Legislature of 1921. Although the law of 1917 superceded that of 1909, the act of 1921 did not supercede that of 1917. As a result some California junior colleges operate under each of the two laws.

In reporting on the progress of the junior college movement in California, Lindsey,¹⁹ observed that:

"Since 1917, ninety-two public junior colleges have been authorized to offer courses for regular students. Of these, sixty-eight have operated in

¹⁸Stuart G. Noble, A History of American Education (New York: Rinehart & Company, 1938), pp. 432-343.

¹⁹Frank B. Lindsay, "California Junior Colleges: Past and Present," California Journal of Secondary Education, XXII (1947), 137-142.

high-school districts. Twenty-four are maintained by twenty-two junior-college districts. . . . Of the sixty-eight which have been established in high-school districts, twenty-one have operated continuously since inception, and twelve have been incorporated into junior-college districts. Six discontinued after one to eleven years of operation but were reestablished by district re-application to the State Board of Education and, hence, are counted twice among the sixty-eight. Five were authorized in 1946 to offer junior-college classes for the school year 1946-47 until new junior-college districts became effective. Eighteen are dead."

Educational leaders in Illinois in subsequent years continued to encourage the establishment of "university feeder" institutions. Junior Colleges were established as either university extension centers or university subdivisions in Illinois, Michigan, Minnesota, Iowa, Georgia, and Louisiana.

Conversion of the Private Academy. A third source of origin of the public junior college, according to Bogue,²⁰ was the conversion of the private academy to public control and support.

In reporting this movement he stated:

"The greatest significance historically must be attached to the extension of education from the bottom upward rather than from the top downward. The majority of junior colleges in New England, for example, have resulted from gradual evolutionary changes from private academies into junior colleges. Very few junior colleges in this section of the country have been organized de novo. Almost to the same degree the process has taken place with independent junior colleges in the Southern states. The main reasons for these changes have been demands for posthigh-school education."

Bogue observed further that the growth of the tuition free, public high school made it practically impossible for the large number

²⁰Bogue, op. cit., p. 85.

of private academies to survive in their original roles. At the same time the fact that there were more high school graduates from low income families coming out of the public high schools created a demand for post high school instruction at low cost. It was an easy matter for a community to assume the cost of operating a junior college with the buildings and facilities of the academy already at hand. It was reported that in most instances there was very little change in the teaching and administrative personnel in the shift from the private academy to the public junior college.

The Establishment and Conversion of Agricultural High Schools.

The passage of the Morrill Act of 1862, providing for the establishment of the Land-Grant colleges, expressed an intent on the part of Congress to bring agricultural education to the masses of farm people, being designated as "'An act donating public lands to the several states and territories which may provide colleges for the benefit of agriculture and the mechanic arts.'"²¹ The Land-Grant colleges were never able to meet the intent of the Act, and these institutions were proven to be too far removed from the masses of farm people to attract any substantial number of farm boys. It was later discovered that the large majority of farm boys who needed the training were neither financially able to pay board for an extended term of study away from home nor qualified to meet the entrance requirements of the state Land-Grant colleges.

²¹Layton S. Hawkins, C. A. Frosser, and J. C. Wright, Development of Vocational Education (Chicago, Illinois: American Technical Society, 1951), p. 75.

The passage of the Smith-Lever Act of 1914, creating the agricultural extension program of the Land-Grant college, and the Smith-Hughes Act of 1917, providing Federal funds to the several states for vocational education at the high school level served to bring agricultural advice and education to the masses. In so much as these two acts of Congress created an unprecedented demand for professional agricultural teachers and advisors the Land-Grant college was diverted to the business of technical and professional education.

Although most of the Land-Grant colleges maintained "practical" or "terminal" curricula of less than the baccalaureate degree level until the 1930's, they were all dropped from the catalogues because of lack of takers. One outstanding exception was at Purdue University, where as late as 1952, some 240 farm boys were annually enrolled in a winter school of less than college level for a period of some four months.²²

Following the establishment of the Land-Grant colleges a number of states provided for a system of public agricultural high schools for the purpose of bringing agricultural education closer to the masses and/or to prepare farm boys for entrance into the Land-Grant college. Noble²³ reported that the University of Minnesota organized the first of these schools in 1888. Alabama organized an agricultural

²²V. C. Freeman, "The Purdue Short Course Program," Conference of Resident Deans of Agriculture of the Southern Association of Land-Grant Colleges, Baton Rouge, Louisiana, April, 1951.

²³Noble, op. cit., pp. 325-326.

high school in 1889, completing a system of nine such schools by 1895. Eleven schools, one for each congressional district, was established in Georgia in 1906. Virginia provided a similar system in 1908. Arkansas and Oklahoma organized systems of agricultural high schools on the judicial district unit. Michigan and Minnesota organized on the county unit basis. By 1910, Noble stated, 35 such schools were in operation.

Mississippi provided permissive legislation for the organization of agricultural high schools by the county boards of education. With the passage of the Smith-Hughes Act the better situated of these schools grew into extensive vocational high schools. With the further development of the secondary school system of the state the agricultural high schools reaching a lesser degree of prominence were closed. The more aggressive of these schools, however, added junior college programs, and in many cases dropped the high school function altogether.²⁴

In all of the states fostering agricultural high schools, as in Mississippi, the poorer situated schools were disbanded as their usefulness ended, while those schools more favorably situated became public junior colleges.

²⁴Cora Belle Griffing, "The Public Junior College in Mississippi" (Unpublished Master's thesis, Louisiana State University, 1949), 73 pp.

Colvert,²⁵ found in 1939 there were 195 public junior colleges in the United States, 45 offering courses in the field of agriculture. Phillips,²⁶ revealed in 1952 the number of public junior colleges had increased to 323, and the number offering agriculture had increased to 110.

The Community College Movement. The Community college grew out of an effort on the part of the junior college to do something more for the people it served than provide freshman and sophomore college work for those of the children who chose to pursue courses of study leading to the baccalaureate degree. The vocational and public service aspects may have been inherited to some extent from the agricultural high school background of those institutions coming from that origin.

Another contributing factor was the desire on the part of junior college leaders to more adequately provide for those students who failed to transfer to four-year institutions upon the completion of the work at the junior college. Love,²⁷ showed that 46 per cent of the junior college graduates of Iowa did not transfer to senior colleges. Slightly less than 50 per cent of the graduates of Illinois junior colleges transferred to senior colleges.²⁸ No account was made

²⁵C. C. Colvert, The Public Junior College Curriculum (Baton Rouge: Louisiana State University Press, 1939), 177 pp.

²⁶Loren D. Phillips, "Functional Agricultural Curriculums in the Junior Colleges of the United States" (Unpublished Ed D thesis, The University of California at Los Angeles, 1952) Appendix A.

²⁷Malcom A. Love, The Iowa Public Junior College: Its Academic, Social and Vocational Effectiveness. University of Iowa Studies in Education, X, No. 5 (Iowa City, Iowa: University of Iowa Press, 1938), p. 83.

²⁸Coleman R. Griffith, The Junior College in Illinois (Urbana, Illinois: The University of Illinois Press, 1945), 252 pp.

of those students in the two states who enrolled in junior colleges but failed to graduate.

By the middle 1930's junior college leaders began to cater to students having goals of semi-professional employment, as well as to adult members of the community. This amounted to offering courses to students desiring to enter into the semi-professions, arranging night classes of special interest to adults of the community, and actively recruiting enrollment in these areas.

Colvert and Litton,²⁹ reported that in the school year of 1936-1937 there were 20,750 students out of 136,623 enrolled in 518 junior colleges who were classified as being other than freshmen or sophomores. Beginning with the 1947-1948 term "other" enrollment was further classified as "special students," defined as "a student who is not classified as either freshman or sophomore because he is carrying less than a full-time load but who can be considered to be working toward a degree, diploma, or certificate," and "adult students," defined as "one who is above the compulsory school age and who would not be classified as a freshman, sophomore or special student." The report showed that out of 572,193 students enrolled in 593 colleges in 1953 there were 274,314 adult students, 87,053 special students, 139,859 freshmen and 70,976 sophomores. The report revealed a substantial gain in the number of adult students enrolled over the previous year. There was a gain in the number of special students enrolled, but a decline in the numbers enrolled in the freshman and

²⁹C. C. Colvert and M. L. Litton, Junior College Directory (Washington, D. C.: American Association of Junior Colleges, 1953), 51 pp.

sophomore groups. The sophomore group showed a decline of 20 per cent, while there was only slightly over one per cent decrease in the over-all enrollment.

Commission on Terminal Education. In 1939 the American Association of Junior Colleges arranged with the General Education Board of New York to explore this new role of the junior college which had come to be known as "terminal education." In prefacing the report the administrative committee of the association's Commission on Terminal Education stated:

"Throughout America, we are becoming increasingly aware of the efforts of our school to meet the educational needs of our youth and adults beyond the high school.

"Accompanying this interest in post-high-school needs, the ever-growing popularity of the use of the phrase terminal education has also become apparent. Despite its obvious inadequacy, this term nevertheless symbolizes the efforts of our educational institutions, especially those of the junior college, to provide that type of educational program which includes both general education and occupational training and is designed to meet the needs of those students who complete their education soon after high school graduation.

"The American Association of Junior Colleges has long been aware of its responsibility for assuming the leadership in the field of terminal education."³⁰

The problem was introduced by a one-year exploratory study conducted by Dr. Walter C. Eells, executive secretary of the association. This was followed by a four-year continuation study which was assigned to

³⁰ Phebe Ward, Terminal Education in the Junior College (New York: Harper & Brothers, 1947), 282 pp.

nine institutions selected by the Commission,³¹ on the basis of the progress each had shown in the field it was named to study. The problems assigned to the nine colleges selected were as follows:

Los Angeles City College, "Aptitude Testing for Admission to Semi-Professional Curricula"

Meridian Junior College, "A Program of Diversified Occupations"

Pasadena Junior College, "Placement, Follow-Up, and Continuation Training"

Rochester Institute of Technology, "The Co-Operative Work Program"

San Francisco Junior College, "The Use of the Survey in the Community as a Basis for Developing Terminal Curricula"

Scranton-Keystone Junior College, "The Utilization of Community Resources"

Weber College, "The Development of Occupational Terminal Curricula"

Wright Junior College, "The Evaluation of Terminal General Education"

It was the conclusion of this study that these nine institutions had developed a gross program that should form the overall pattern of objectives for the public junior colleges of the United States. In summary of the study Ward³² stated:

"All these emphases point toward a program of education for living, including earning a livelihood in a technological society. Graduation from the junior college marks the end of formal classroom training for the majority of its students; therefore, the junior college must provide these students with the skills, the information, and

³¹Ward, op. cit., p. x.

³²Ward, Ibid., p. 7.

the personal qualities that enable them to assume their place almost immediately in adult life.

"Although one of the junior college functions continues to be that of providing an opportunity for students to begin the curriculum they will later pursue in a senior college, another equally important function is to provide adequate training for the students who do not plan to continue their education."

Adding then the function of adult education or continuation training and that of community service, the recommended role of the new junior college was complete.

The Educational Policies Commission Report. The Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators reached similar conclusions to those of the Commission on Terminal Education, in a report completed in 1944. It was the conclusion of the Educational Policies Commission³³ that each state should organize, and finance with the aid of the Federal Government, a system of "community schools" and "community institutes" which would provide free and proper education through the fourteenth grade level for all of the people. The six outstanding features of this program--the community survey, guidance, flexibility, follow-up, continuation study and community participation--coincided with Ward's report.

³³ Educational Policies Commission, Education for All American Youth (Washington, D. C.: National Education Association of the United States and the American Association of School Administrators, 1944), 421 pp.

The central thesis advanced by the Educational Policies Commission³⁴ is stated here:

"School should be dedicated to the proposition that every youth in these United States—regardless of sex, economic status, geographic location, or race—should experience a broad and balanced education which will (1) equip him to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness; (2) prepare him to assume the full responsibilities of American citizenship; (3) give him a fair chance to exercise his right to the pursuit of happiness; (4) stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally; and (5) help him to develop an appreciation of the ethical values which should undergrid all life in a democratic society. It is the duty of a democratic society to provide opportunities for such education through its schools. It is the obligation of every youth, as a citizen, to make full use of these opportunities. It is the responsibility of parents to give encouragement and support to both youth and schools."

Report of the President's Commission on Higher Education.

The President's Commission on Higher Education recognized this new type of college described by Ward,³⁵ and recommended its continued development and expansion to be included in all of the states. The Commission³⁶ named the institution the Community College, and stated that it would be known by these essential characteristics:

"First, the community college must make frequent surveys of its community so that it can adapt its

³⁴Educational Policies Commission, op. cit., p. 21.

³⁵Ward, loc. cit.

³⁶The President's Commission on Higher Education, Higher Education for American Democracy (Washington, D. C.: Government Printing Office, 1947), III, 5-12.

program to the educational needs of its full-time students. These needs are both general and vocational.

"Second, since the program is expected to serve a cross section of the youth population, it is essential that consideration be given not only to apprentice training but also to cooperative procedures which provide for older students alternate periods of attendance at college and remunerative work.

"Third, the community college must prepare its students to live a rich and satisfying life, part of which involves earning a living. To this end, the total educational effort, general and vocational, of any student must be a well-integrated single program, not two programs.

"Fourth, the community college must meet the needs also of those of its students who will go on to a more extended general education or to specialized and professional study at some other college or university.

"Fifth, the community college must be the center for the administration of a comprehensive adult education program."

The Commission³⁷ listed seven areas of responsibility which the community college should assume:

1. Help round out the education provided by the primary and secondary schools and by other types of institutions
2. Advance the individual in essential knowledge and skills
3. Provide facilities for self-expression and the appreciation in the arts
4. Disseminate information regarding recent developments in fields such as government, economics, the physical and natural sciences

³⁷President's Commission, op. cit., III, 10-11.

5. Provide opportunities for discussion, at the adult level, of issues vital to national life and international relations
6. Give to both older and younger generations a more adequate basis for understanding their mutual problems
7. Afford ready opportunity to satisfy the educational needs which the attainment of adult life reveals

The Commission³⁸ based its recommendations on adult education partially on the findings of the Gallup Poll for December 16, 1944, and July 6, 1947, which reported that 41 per cent of the adult population expressed a desire to engage in some kind of organized study. The survey revealed:

"(1) the desire for adult education was greater among women than men; (2) the more education one has the more he wants; (3) the greatest demand for adult schooling still is in the younger age group 21-29 years of age. The poll found the largest percentage wished to study subjects in the social sciences, and the next highest percentage wished to study in the professional fields."

In summary the Commission³⁹ stated:

"The community college seeks to become a center of learning for the entire community, with or without the restrictions that surround formal courses in traditional institutions of higher education. It gears its programs and services to the needs and wishes of the people it serves

"The potential effects of the community college in keeping intellectual curiosity alive in out-of-school citizens, of stimulating their zest for learning, of improving the quality of their

³⁸Ibid., II, 61.

³⁹Ibid., I, 69-70.

lives as individuals and as citizens are limited only to the vision, the energy, and the ingenuity of the college staff--and by the size of the college budget. But the people will take care of the budget if the staff provides them with vital and wholesome educational service."

Amplification of Earlier Studies. Conant,⁴⁰ endorsed the report of the President's Commission on the community college, although he disagreed with the Commission's recommendation to expand the existing facilities for four-year colleges and universities.

In commenting on the present need of education for the future Conant stated:

"Nothing could be more destructive to this civilization of ours than either our failure to find and locate the specialized talents which are required to operate a highly technical civilization like ours, or on the other hand the educating of vast numbers of young people in such a way as to make them believe that they would find a satisfying career and then find that the road is blocked before them

"These two year colleges are not just the first two years of a four-year college or university. A variety of programs must be offered, suitable for a variety of skills and motivations, and the possibility of transferring from one program to another must be there

"Since few of us can foresee the kind of technological world we are going to be living in in the '70's or the '80's of this century, we would do well to have all our vocational and even our professional programs planned on a broad base within an area--in flexible training. I would submit that specialized training, be it at a professional or a vocational level, is best obtained right on the job, but some skills, some specialized knowledge will be given in these

⁴⁰James B. Conant, "The Community College", News Week, LXXII (1952), 72-74.

programs with a view to the local situation to give these boys and girls a start, and with a view to the national situation in terms of employment

"I believe that the role of the University in this whole development will be to assist the two-year colleges by providing adequately trained personnel to man them. The community college should be the center for adult education. We pride ourselves on the flexibility of our social and economic life. Careers are freely open to the talented. That means that a boy or girl may make a wrong start on the educational channel in high school or later and then discover that for personal interests or hidden talents there should be some other opening. Through the medium of adult education, education on the job, education while people are employed, opportunity should be provided for people in their twenties, perhaps in their thirties, either to round out their general knowledge or change their specialized vocations; in other words, adapt their skills to the changes they face and the world faces as well."

The Adoption of a Philosophy. Dr. Jesse P. Bogue,⁴¹ executive secretary of the American Association of Junior Colleges, listed the five characteristics of the community college stated by the President's Commission,⁴² cited the work of Conant,⁴³ and restated the characteristics as a basic philosophy of the community college. Citing the minutes of the 1946 national convention of the Association, Bogue stated that the principles advocated by the Association were in agreement with but antedated those advanced by the Commission. He presented

⁴¹Bogue, op. cit., pp. 49-66.

⁴²President's Commission, loc. cit.

⁴³Conant, loc. cit.

stated objectives of junior colleges in California, Mississippi, Pennsylvania and Texas to substantiate this position.

It was considered significant that there was a certain amount of continuity which ran through the major studies cited here, as evidenced by a degree duplication of the personnel involved. Dr. George F. Zook of the American Council on Education served the Commission on Terminal Education, the Educational Policies Commission and the President's Commission on Higher Education. George D. Stoddard was a member of the Educational Policies Commission and the President's Commission. Conant was a member of the Educational Policies Commission. Bogue served the Commission on Terminal Education, as well as serving as chairman of the resolutions committee of the 1946 convention of the American Association of Junior Colleges. Dixon directed one of the nine continuation studies for the Commission on Terminal Education, served as a member of the President's Commission and as a member of the 1946 Committee on Legislation for the American Association of Junior Colleges. Dixon's thinking was further extended into this study inasmuch as he was a member of the validating jury.

General Education and Vocational Education

It was noted that all through the reports of studies leading to the focal philosophy of the community college there was stressed the need for "general education as well as vocational education" for "Terminal students." It seemed reasonable to assume that had there

not been a serious problem of curriculum balance involved this theme would not have received such amplification. This situation may have developed with the "terminal" student under the elective system on the pioneer community college campus, freed from the shackles of the baccalaureate degree, free to elect only that which was "practical."

In summing up the apparent controversy over a balance between "liberal" and "vocational" education Hatcher⁴⁴ stated:

"This division into "liberal" and "vocational" education, developed and maintained by prejudice, or rationalization or, perhaps, ignorance, has merely given us categories, but nothing to place in them. Liberal education is always something more than liberal; vocational education per se is but a theoretical concept. It is time to abandon this dichotomy; it is fiction rather than fact, and has been and still is the basis of educational confusion.

"The university has the right to expect that all of its graduates should have a high degree of facility in the mechanics of communication, in speaking, reading, and writing; that they should have more than a passing knowledge of the complex universe in which they live; that they should know a good deal about cultural heritage and the complexities of human relationships. If this be liberal education, then it is good; good for the engineer, the sociologist, the agronomist, and the businessman. This liberal education has the right to expect, in addition, that during a student's sojourn in the university he will have developed knowledges and skills which will contribute to the attainment of some degree of vocational security. This, too, is good for the philosopher, the linguist, and the chemist.

⁴⁴W. B. Hatcher, "Should Freshman and Sophomore Programs of Study be Predominately General and Liberal, or Predominately Technical and Vocational?" Report of Proceedings of the Conference of University Administrators on General and Liberal Education, Joseph P. Slickensderfer, Chairman (Norman: Oklahoma University Press, Mimeographed, 1944), 200 pp.

Diekhoff,⁴⁵ treating the implications of the report of the President's Commission, observed:

"The skills that should be developed by the program of general education are the basic skills of communication, calculation, and abstract thought. The knowledge that should result from the program of general education in a secular college is knowledge of mankind--of men as individuals, as members of society and as human beings sharing with all men their common humanity, and knowledge of the physical world in which man lives. Understanding of man's dependence upon his physical environment and of the extent of his control over it, and the understanding of men as individuals and in their varying relations to one another in our multigroup society--as husband and wife, father and son, employer and employee, neighbor and neighbor, citizen and public servant, priest and parishioner--are valuable in the home, on the job, in the community, and in the political organization. The ability to read with critical understanding, the ability to formulate what one wishes to say, the ability to analyze a situation and to make an intelligent choice between alternative actions, are useful abilities in the home, on the job, in the community, and in the political organization. Development of such insights and such abilities are part of the realization of an individual's potentialities as a human being. Concern for the enrichment of his personal life will direct itself toward the development of such insights and such abilities. The program of general education conveniently assigned to the first two years of work in many colleges is therefore the most important work that the college does, not only because most college students currently complete only two years of post-high school education, but also because the basic program of general education contributes directly to the achievement of all three of the specific objectives of the college: vocational, political, and personal."

⁴⁵John S. Diekhoff, Democracy's College (New York: Harper & Brothers, 1950), pp. 97-98.

Relation of the Community College Program of Agriculture to That of
the Secondary School and the Cooperative Agricultural and Home
Economics Extension Service

Vocational Agriculture and Agricultural Extension. Representative leaders of the United States Department of Agriculture and the several Land-Grant colleges, and the Federal Board for Vocational Education drafted a memorandum agreement in 1928 as to responsible areas of the Cooperative Agricultural and Home Economics Extension Service and of the vocational agricultural program of the Federal Board. The purpose of the memorandum was to define the functions of the two services and to define an acceptable relationship between them. The nature of the agricultural extension program was defined in the memorandum⁴⁶ as follows:

"This extension work consists of practical demonstrations and the dissemination of information among men, women, and children through the personal work of county agents, home demonstration agents, boys' and girls' club workers, and technical specialists in various fields of agriculture and home economics, including marketing and rural organization. It is supplemented by the widespread distribution of publications of the United States Department of Agriculture, the experiment stations, the agricultural colleges, and the State departments of agriculture. The instruction and information used in this system of popular education is based chiefly on the work of the United States Department of Agriculture, the State agricultural colleges, and the experiment stations.

⁴⁶United States Department of Agriculture and the Federal Board for Vocational Education, Memorandum of Understanding Relative to Smith-Hughes and Smith-Lever Relationships (Washington, D. C.: Joint Memorandum of the United States Department of Agriculture and the Federal Board for Vocational Education, 1928), 9 pp.

"The extension work is not a systematic course of instruction, but deals with problems of practice and business on the farm, in the home, or in the rural community."

The methods and types of extension teaching recognized in the memorandum⁴⁷ were as follows:

- (a) Cooperative demonstrations given in fields and in barns and other appropriate places
- (b) Lectures and addresses before public meetings, including community meetings, meetings of general groups, and meetings of special groups
- (c) Extension schools, in which instruction in subject matter of immediate practical interest is given over a period usually from three to five days in length, and not exceeding two weeks, in the localities where the students reside
- (d) Exhibits at fairs, expositions, and other local and state-wide meetings, at which subjects matter is graphically presented
- (e) Supplying technical subject matter through bulletins, leaflets, special memoranda, outlines, and other means
- (f) Junior extension, or boys' and girls' 4-H club work
- (g) Aid in special problems of individual farmers
- (h) Conference with county officers and representatives to arrange, organize, and supervise demonstration and other work
- (i) Assisting farmers with their marketing and other economic problems.

⁴⁷Ibid.

In defining the role of vocational education under the provisions of the Smith-Hughes Act it was stated in the memorandum⁴⁸ that:

"The Vocational Education Act makes provision for courses of systematic instruction in agriculture, carried on in schools or classes for those who have entered upon or who are preparing to enter upon the work of the farm or of the farm home.

"By systematic instruction is meant instruction in regular organized classes which meet at reasonably frequent intervals at given centers, to pursue a consecutive series of lessons involving lectures, laboratory work, conference discussions on farm problems, occasional field trips and at least six months directed or supervised practice correlated with the instruction. Systematic instruction should specifically exclude general farmers' meetings, farmers' institutes, and extension classes of less than two weeks' duration."

Agricultural Education in the Secondary School and the Community College. Of the five optional plans approved by the United States Commissioner of Education under which a local department of vocational agriculture may operate, Plan D, calling for systematic instruction for out-of-school youth and adult farmers as well as regular day students, provides education for the same age groups of farmers and farm youth as does the community college. The plan⁴⁹ calls for:

"Sixty minutes of instruction per day, 5 days per week, for each class, each year, provided,

⁴⁸ Ibid.

⁴⁹ Federal Security Agency, Office of Education, Administration of Vocational Education. Bulletin No. 1 (Washington, D. C.: Federal Security Agency, Revised, 1948), p. 39.

that there is in operation a program of systematic group instruction for out-of-school young farmers and for adult farmers for not less than a total of 72 clock-hours during the year."

The requirements of the young farmer⁵⁰ classes were given as follows:

Classes of this type shall provide for supervised farm practice by each individual. There shall be not less than 15 meetings of such a class each year for at least 2 years or the program of instruction shall be planned for and conducted over the entire 12 month span of the year for a total of not less than 30 hours.

The requirements for the adult farmer classes⁵¹ of the vocational education program were stated as follows:

Adult farmer classes are planned to assist adult farmers by developing their ability to solve their specific farming problems. In order that the instruction may be systematic and effective, it should be so planned that the work done in 1 year will show definite relationship to that offered in previous years, as well as that planned for succeeding years.

There shall not be less than 10 meetings totaling at least 20 hours, over a period of not less than 2 weeks in any one year.

One of the conditions of the Smith-Hughes Act was that "funds provided for vocational instruction may be used only for education which is 'less than college grade.'" This term was further defined in part to mean, "The instruction does not lead to the baccalaureate degree and is not organized to conform to the requirements of a course which does lead to such degree."⁵²

⁵⁰Ibid., p. 40.

⁵¹Ibid., p. 41.

⁵²Ibid., p. 3.

Hughes⁵³ concluded that on the basis of the standard teacher-load a teacher of vocational agriculture carries an over-load when he meets the minimum requirements of time devoted to four all-day classes, one young farmer class and one adult farmer class. He indicated that the teacher would meet little more than the minimum requirements set by law, stating, "A teacher with an over-load for a period of a year will either over-work or neglect part of his work. In either case he and the program suffer."

The terms defining extension work under the Smith-Lever Act⁵⁴ read:

The law provides that such extension work shall consist of giving instruction and practical demonstration in agriculture and home economics to persons not attending or resident at said colleges in the several communities. . .

The President's Commission⁵⁵ defined the work of the community college as being higher education. To meet the qualities and objectives outlined by the Commission and subscribed to by Conant⁵⁶ and Bogue,⁵⁷ it appeared necessary that the work be of "college grade." Although the agricultural work in the junior colleges of California

⁵³Willie L. Hughes, What Is the Teaching Load of a Teacher of Vocational Agriculture? (Term Paper by Willie L. Hughes under the direction of L. R. Humphreys, Baton Rouge, La.: Louisiana State University, 1952).

⁵⁴United States Department of Agriculture and Federal Board, op. cit.

⁵⁵President's Commission, op. cit., III, 5.

⁵⁶Conant, loc. cit.

⁵⁷Bogue, loc. cit.

is classified as "less than college grade" for the purposes of the Smith-Hughes Act, according to Diekhoff,⁵⁸ it is defined as "college grade" to the Selective Service Board.

Development of Evaluative Criteria

The Cooperative Study. The Cooperative Study of Secondary School Standards,⁵⁹ fostered by the regional associations of colleges and secondary schools, extending from 1933 to 1939, resulted in the formulation of a set of evaluative criteria which were proven by field tests to be sufficiently flexible and reliable for their general application to all secondary school programs for the purposes of evaluation, stimulation and improvement.

A small staff of educational specialists, research workers and clerks formed the core of the organization for the study. This group was governed by an executive committee of nine members. The staff was advised by hundreds of teachers and school administrators throughout the country. The overall study was governed and approved by a general committee of 21 members coming from the several associations.

Early in the procedure a body of acceptable principles for directing the study were drawn from the literature. Guided by these

⁵⁸Diekhoff, op. cit., p. 85.

⁵⁹Cooperative Study of Secondary School Standards, Evaluation of Secondary Schools (Washington, D. C.: Cooperative Study of Secondary School Standards, 1939), 525 pp.

working principles a tentative "statement of guiding principles" was drawn from the literature of the secondary school.

The tentative statements of guiding principles were submitted to the general committee for criticism, and were revised accordingly. The guiding principles were then organized into six areas of evaluation. Checklists were added to the stated principles.

The process of advising, revising and committee appraisal continued until the complete evaluative criteria had been formulated and passed through four editions. The fourth edition was applied to the programs of 200 schools. As a result of the trial applications the fifth edition was formulated.

Edition V of the Evaluative Criteria was distributed to some 10,000 schools during the school year 1938-39. As a result of its general application and of 132 experimental evaluations, sufficient information was gathered to warrant the development of a sixth edition. In addition to the general refinement of the criteria, national norms were established from the experimental evaluation, which were applied to each of the various areas of the criteria. In 1950 the seventh edition was published.⁶⁰

In summary, the Cooperative Study proposed that a school operates on a body of principles which, in sum total, constitute its philosophy, that its objectives flow from its stated philosophy, and that ways and means should be provided for fulfilling these objectives.

⁶⁰Cooperative Study of Secondary Education, Evaluative Criteria, 1950 Edition (Washington, D. C.: Cooperative Study on Secondary Education, 1950), 305 pp.

The study was concluded with the formulation of external criteria for evaluating the philosophy, objectives, and ways and means of the secondary school.

National Committee on Standards for Vocational Education in Agriculture. The National Committee on Standards for Vocational Education in Agriculture of the American Vocational Association⁶¹ followed a similar procedure to that of the Cooperative Study in developing a set of criteria for evaluating programs of vocational agriculture in the secondary school. One outstanding difference in the two procedures appeared to be that the National Committee drew more heavily upon the resources of the membership of the committee itself than did the Cooperative Study Committee.

The first edition of the criteria was developed through a process of committee agreement, trial application in eight states and revision.

Evaluation committees in 46 states received special training for the application of the criteria. The instrument, under the supervision of the trained evaluators, was then applied to a total of 400 local programs of vocational agriculture.

From the trial applications the National Committee determined the characteristics of programs which it termed "Very Superior", "Superior", "Average", "Inferior", and "Very Inferior". These

⁶¹Federal Security Agency, Office of Education. An Evaluation of Local Programs of Vocational Education in Agriculture, Vocational Division Bulletin No. 240 (Washington, D. C.: Government Printing Office, 1949), pp. 75.

ratings were assigned on the basis of the extent to which a local program met the conditions and provisions prescribed in the criteria.

A second result of the 400 evaluations was the revision of the criteria and the publication of its second edition.

The second edition of the Evaluative Criteria⁶² treated the following areas of the program of vocational agriculture: long time plan for the local program; all-day instruction including supervised farming programs, the course of study, Future Farmer Activities, and student time and teacher time; instruction for young farmer groups including supervised farming programs, course of study, organization and student personnel; adult farmer instruction including related farming activities, course of study and organization; the teacher including qualifications and relationships; teaching procedures; the student including selection and guidance information; agricultural room and equipment; farm shop; and follow-up and establishment.

The checklists of the criteria were adapted to a five-point alphabetical scale, and the evaluative questions were designed on a five-point numerical scale. The numbers were used as qualitative symbols rather than mathematical quantities.

This instrument provided for the recording of a large amount of evidence pertinent to the evaluation, which proved helpful to the local teacher in the subsequent improvement and operation of the program as well as in the evaluation proper.

⁶²National Committee on Standards for Vocational Education in Agriculture, Evaluative Criteria for Vocational Education in Agriculture (Athens, Ga.: University of Georgia Press, 1942), 75 pp.

Criteria for Evaluating Programs of Preparation for Teachers of Vocational Agriculture. Brunner⁶³ embodied the principles governing the Cooperative Study⁶⁴ and those followed by the National Committee⁶⁵ into a procedure for formulating a set of criteria for evaluating vocational agriculture teacher training programs of teacher training institutions.

Brunner employed the jury technique for validating the study, submitting his work to a national jury of experts in the field of vocational agriculture teacher education. In addition to obtaining the crystalized opinion of the jury, Brunner made a trial application of the criteria to the teacher training program which he headed at Pennsylvania State College.

Brunner's study⁶⁶ was restricted to the areas within the teacher training department. Two marked departures from the previous studies were noted in his work. A five-point scale was provided for scoring the relative importance of his "Guiding Statements of Position" or guiding principles and for the check items he listed. The intent of this provision was to lend an increased degree of flexibility of the instrument in its application to a given local

⁶³Henry S. Brunner, "Criteria for Evaluating Programs of Preparation for Teachers of Vocational Agriculture" (Unpublished Ph. D. thesis, Ohio State University, Columbus, Ohio, 1943).

⁶⁴Cooperative Study, loc. cit.

⁶⁵National Committee, loc. cit.

⁶⁶Henry S. Brunner, "Criteria for Evaluating Programs of Preparation for Teachers of Vocational Agriculture," The Pennsylvania State College Bulletin, XXXIX (1945), 75 pp.

program. A second line of departure was noted in the provision for arriving at a conclusive score, or "per centage" score at the conclusion of the evaluation.

Brunner concluded that the work of a jury of experts, plus a single trial application of the resulting instrument was entirely adequate for validating criteria of this nature.

Proposed Minimum Standards for Teacher Preparing Institutions.

The National Association of State Directors of Teacher Education and Certification⁶⁷ formulated a set of principles and standards as a proposed basis for the state approval of teacher training institutions. The proposed principles and standards treated the following areas of the teacher training program: purposes and objectives, organization and administration, finances, admissions, faculty, service load of faculty, instruction, student personnel program, curriculum, laboratory school experiences and student teaching, library, laboratories, graduation, catalogue, bulletins and announcements, co-curricular activities, buildings and ground, and field services.

The report included a proposed outline for gathering information pertinent to the appraisal and approval of an institution for training teachers. The cumulated evidence weighed against the stated principles and standards provided the basis for evaluation.

⁶⁷Earl W. Armstrong, Henry C. Herge and T. M. Stinnett, editors, Proposed Minimum Standards for State Approval of Teacher Preparing Institutions, Circular No. 351 (Washington, D. C.: Federal Security Agency, Office of Education, 1952), 25 pp.

Land-Grant College Senate Report on Minimum Standards for Training Teachers of Vocational Agriculture. The Senate Committee on Training Teachers of Vocational Agriculture of the Association of Land-Grant Colleges and Universities⁶⁸ prepared a set of proposed minimum standards for institutions training teachers of vocational agriculture. The report contained recommendations as to curriculum, faculty, laboratory facilities including farm facilities, minimum numbers of animals and birds, laboratory equipment, and professional aids, and library. The conference study procedure was employed in the most part by the committee in formulating the proposed standards.

Guide for the Organization and Evaluation of Community Junior Colleges. Jenkins⁶⁹ formulated a checklist to be used as a guide for organizing and evaluating community colleges. The checklist consisted of 107 items matched to a two-point scale which was headed with the terms "Approved" and "Deficient". The checklist treated the following areas of the college program: organization and control, curriculum, admissions and entrance requirements, faculty and instructional service, instructional methods and conditions, student personnel and student activities, laboratories, physical plant, finance, records, and general tone and stability.

⁶⁸O. C. Aderhold, et. al., Criteria for Institutions Training or Preparing to Train Teachers of Vocational Education in Agriculture (Report of the Senate Committee on Training Teachers of Vocational Agriculture to the Association of Land-Grant Colleges, mimeographed, 1952).

⁶⁹H. E. Jenkins, "A Guide for the Organization and Evaluation of Community Junior Colleges," The American School and University (1950-51 edition, Reprint).

The Wright Study. A study was undertaken at Wright Junior College⁷⁰ to investigate the "extent to which the objectives of terminal general education were actually obtained."

In describing the procedure of the study Ward stated:

The general education aspects of the Wright curricula were measured in terms of evaluation of knowledge, ability to think, achievement, attitudes, interest and activities, employing such evaluation techniques as those listed below. . .

Knowledge--Cooperative General Culture Test,
Cooperative Contemporary Affairs Test

Ability to Think--two tests of the Progressive
Education Eight Year Study

Achievement--tests constructed by the Chicago
Junior College

Attitudes, Interest, Activities--Scale of
Beliefs, Cooperative Study in Terminal
Education Tests, Specially constructed
questionnaires.

It was concluded from the tests that students in terminal general education achieved as well as did students following the traditional college general education course.

Ways and Means Versus Outcomes in Evaluation

All of the studies reported here except the Wright Study⁷¹ involved the application of external criteria to the school program.

⁷⁰Phebe Ward, Terminal Education in the Junior College (New York: Harper & Brothers, 1947), pp. 214-227.

⁷¹Ward, op. cit., pp. 214-223.

This procedure, commonly known as "evaluation of ways and means", is opposed in some measure by students holding to the principles of "evaluation of outcomes." Following the completion of the study by the National Committee on Standards for Vocational Education in Agriculture,⁷² Hamlin and Fife debated this issue in a series of articles in the Agricultural Education Magazine.

Hamlin⁷³ contended that the criteria were superficial in that they were based on "suggested objectives" rather than on local situations, holding that the variation among local communities was too extensive to be held to a central set of standards. He argued further that since the process of education exacted changes in the individual rather than in the school itself, some procedure would need to be formulated for measuring pupil changes to accomplish the evaluation of a school program.

Fife⁷⁴ countered with the statement that the measurement of achievement and the maintenance of a follow-up service were integral parts of a school's program, and therefore should be evaluated. It was his position that to measure a school's program some scale external to the program itself must be employed, thus the need for external criteria.

⁷²National Committee, op. cit., 75 pp.

⁷³H. M. Hamlin, "Planning and Evaluating in Agricultural Education", Agricultural Education Magazine, XIII (1941), 204-206. "A Rebuttal", Agricultural Education Magazine, XIV (1941), 27.

⁷⁴Fife, Ray, "Evaluating Agricultural Education", Agricultural Education Magazine, XIV (1941), 6.

Functions of the Community College in Agricultural Education

Assuming that the basic philosophy of the community college extended to include meeting the educational needs of the rural population the following functions were proposed as responsibilities of the institution:

1. Provide a well-integrated program of education to meet the needs of the young man who chooses to enter into the business of farming. This should include a practical understanding of the democratic society in which he will live, as well as a practical understanding of breeding, nuturing, and managing the production and marketing of the economic agricultural products common to the community.
2. Provide for the educational needs of the young farmer who has entered the business of farming on a full-time or near full-time scale. The instruction must be directly integrated with the farming activities of the student, and must be over and above that which may be offered by the high school.
3. Provide the first two years of the curriculum leading to the baccalaureate degree in technical and professional agriculture.
4. Maintain a sound guidance and counseling service, providing the student with adequate bases for solving his daily problems and plotting his course for the future.
5. Provide the youth with wholesome experiences which will aid him in better living with himself and with others.
6. Maintain an organized educational program for the adult farmers of the community, wherein men and women alike meet in group forum at regular intervals for the purpose of discussing their mutual problems and progress; and seeing direction for improvement in farming practices and community living.
7. Provide technical instruction to meet the specific needs of farmers in the community in producing and marketing farm products and in managing the affairs of the farm. This instruction must be over and above that which may be offered by the high school.
8. Provide for the continuing educational needs of those in the community who have attained more than the college level of education.

9. Provide the facilities and services needed by the community to round out a center of social, cultural and intellectual advancement for its rural population. These facilities and services must be over and above those which may be offered by the high school and distinctively articulated with those which may be fostered from the state and national levels.
10. Maintain a functioning community survey program, guided by the systematic advice of established farmers, in order to keep abreast with the educational needs of the rural population, both youth and adult.
11. Maintain a program of public relations which adequately informs the members of the community of the purposes, objectives, needs, services, activities and accomplishments of the college.
12. Maintain a placement service through which students may be placed in employment for themselves or for others. The service should not be limited to those who complete prescribed courses of study, but should be open to all students when it is decided that they will leave school. The placement service should extend to those who would pursue advanced studies at the senior college level. It is a further function of the placement service to aid in locating part-time employment for students who wish to earn a part or all of their expenses while in college. Such part-time employment should contribute as nearly as possible to the ultimate vocational objectives of the students.
13. Maintain a follow-up service through which the progress of former students is checked and further assistance is rendered where the college may be of service.

Areas of Evaluation

From the proposed functions of the community college, the following areas of the program of agriculture for evaluation were identified:

1. Curricula
2. Instructional plant

3. Instructional facilities
4. Library
5. Student activity
6. Guidance
7. Articulation with community and state
8. Community service
9. Public relations
10. Placement and follow-up
11. Administration
12. Supervision of instruction
13. The teaching staff

CHAPTER III

DEVELOPMENT OF THE CRITERIA

Selection of the Jury

The worth of a jury of experts for the purpose of validation was considered to be dependent upon the degree of expert authority commanded by the membership of the jury and upon the extent to which the best thinking could be exacted from the membership of the jury.

A prospectus of the problem was mimeographed and distributed among persons in high positions of leadership in the community college and in agricultural education. It was predicted from the response to this circulation that interest in the problem was sufficiently strong to draw the attention and cooperation of a highly qualified jury.

Professor L. R. Humphreys of Utah State Agricultural College, having directed the study in its initial stages while a visiting professor at Louisiana State University, was named first juror and chairman of the jury.

By corresponding with S. S. Sutherland, supervisor of teacher training in agriculture at the University of California (Davis), Professor Loren D. Phillips of California State Polytechnic College, Director A. L. Wilson of the Cornell University School of Education and Secretary Jesse P. Bogue of the American Association of Junior Colleges, a list of prospective jurors was compiled. The list was

supplemented by conferences with Professor James W. Reynolds of the University of Texas, editor of the Junior College Journal, President Harry E. Jenkins of Tyler Junior College, Professor Henry J. Jacob of Mississippi State College and Director Roy L. Davenport of the Louisiana State University School of Vocational Education.

From the prospective list nine additional jurors were invited to serve as reviewers and critics of the criteria. The members of the jury were selected on the basis of (1) expressed interest and willingness to participate in the study, (2) recognized scholarship and leadership in the advancement of rural community education in agriculture, (3) recognized leadership in the community college movement, and (4) the geographic distribution of community colleges offering instruction in agriculture.

The jury was composed of the following persons:

- L. R. Humphreys, Professor of Agricultural Education,
Utah Agricultural College, Logan, Utah, Chairman
- E. R. Alexander, Professor and Head of the Department
of Agricultural Education, the Agricultural and
Mechanical College of Texas, College Station, Texas
- S. A. Caldwell, Dean of the Junior Division, Louisiana
State University, Baton Rouge, Louisiana
- Paul A. Cunyus, Dean, Tarleton State College, Stephen-
ville, Texas
- Henry A. Dixon, President, Weber College, Ogden, Utah
- Lyman C. Fowler, Director, Hartnell College of Agri-
culture and Mechanics, Salinas, California
- Albert E. French, Director, State University of New
York and Agricultural and Technical Institute,
Canton, New York
- Leslie W. Nelson, Professor of Education, Los Angeles
State College, Los Angeles, California

Charles N. Shepardson, Dean of Agriculture, the Agricultural and Mechanical College of Texas, College Station, Texas

L. O. Todd, President, East Central Junior College, Decatur, Mississippi

Formulation of the Tentative Draft of the Criteria

The thirteen areas of the program identified for the purpose of evaluation in Chapter II were reduced to 12 areas by combining the areas of articulation and community service. Following this outline the 13 functions of the community college in agricultural education identified in Chapter II were restated in the form of 19 statements of principles. Each principle, called "Criterion", was accompanied by a secondary supporting principle, called "Ascribed Principle." It was believed at the time of drafting that such a supporting statement would prove helpful in providing a broader base to the "Criterion."

The "Criterion" and "Ascribed Principle" were followed by one or more questions believed to reflect the conditions and provisions stated in the "Criterion."

Section II C, 2, "Farm Facilities for Agricultural Instruction," was extended to a high degree of specificity in contrast to the other sections for a number of reasons. First, it was doubtful if an enumeration of needed animals, birds, crops and facilities could be reduced to a qualitative statement of principle. Second, the literature bearing on required or needed facilities for agricultural instruction was limited to the subject of training teachers of vocational agriculture, or facilities for offering a four year degree program.

Although the principles of the community college called for the use of available facilities of the community and although the use of farm facilities of the community by community colleges was known to be a common practice in the Southern states, there had been no listing of such facilities considered essential or desirable in offering any one course of instruction in agriculture. Third, although the practice of using community facilities, or facilities that may be provided by private operators in the community, was known to be common, there had been no proposal for the formal acquisition or retention of such facilities.

Assuming that it was desirable for the community college to make the maximum use of the resources of the community in its program of agriculture, it was considered good teaching practice and sound administration on the part of the college to specify, locate and make formal arrangements for the educational use of these needed facilities well in advance of actual use in instructional situations. To this end a "utility lease" agreement was proposed to function between the college and the individual or group furnishing the privately owned educational facilities. The "utility lease" had been used by the student with a high degree of satisfaction in operating a community college program of agriculture in Southwest Texas. The utility lease agreement was used to retain cattle, sheep and angora goat herds, wool warehouses, livestock marketing centers, fruit and vegetable shipping terminals, insecticide warehouses, and other facilities which were needed in the instructional program but could not be economically justified as college owned and operated enterprises.

In brief, the utility lease agreement employed in the Southwest Texas program, effected between the board of trustees of the college and the owner of the facilities furnished, described the facilities to be used, the nature of use to which they would be subjected, the dates and hours that classes would use the facilities, the approximate number of students expected in each class, the name of the responsible instructor in charge of each class, and a guarantee of good conduct of the students while on the property. The agreement further stated that the specified animals and facilities would be available to the college at the times indicated.

The use of the utility lease for the purpose of retaining needed instructional facilities was considered to be the most effective public relations device employed in the Southwest Texas Junior College program of agriculture, which included a weekly newspaper column and a fifteen minute daily radio program. The utility lease alone gave private citizens of the community a legal status in the furthering of their college program.

Following the outline of the more popular production courses offered by community colleges throughout the country a listing of animals, birds, equipment and facilities was compiled under two headings: (a) "Owned and managed by the institution," and (b) "Held by utility lease for educational purposes."

The listing was based on the facilities listed in the report of the Land-Grant College Senate Committee on Training Teachers of

Vocational Agriculture,⁷⁵ and on the experiences of the student in operating a community college program of agriculture in a diversified farming and ranching area.

In addition to the reasons given above it was considered highly desirable to secure an early reaction from the jury on needed instructional facilities in order to properly proceed with the study.

The tentative draft of the criteria was mimeographed and distributed to the members of the jury in the approximate form in which it appears in the following section.

Tentative Draft

Criteria for Evaluating Programs of Agriculture in the Community College

I. Curricula

A. Basis for Curricula.

Criterion. In order to keep abreast with the educational needs of its rural population, both youth and adult, the institution should maintain a functioning community survey program, systematically guided by the advice of established farmers.

Ascribed Principle. The purpose of the community college is to meet the educational needs of youth and adult members of the community. To this end it is necessary to provide adequate means for determining these needs.

⁷⁵O. C. Aderhold, et. al., Criteria for Institutions Training or Preparing to Train Teachers of Vocational Education in Agriculture. (Report of the Senate Committee on Training Teachers of Vocational Agriculture to the Association of Land-Grant Colleges, mimeographed, 1952).

Evaluation.

- () a. How adequate is the rural survey program of the institution?

B. Curriculum for Full-Time Terminal Students.

Criterion. The institution should provide a well-integrated curriculum of education to meet the needs of the young men of the community who choose to enter into the business of farming. This curriculum should provide for a practical understanding of the democratic society in which he will live, as well as a functional understanding of breeding, nurturing and managing the production and marketing of the economic agricultural products common to the community.

Ascribed Principle. The role of the community college is differentiated here from the vocational school in that, (1) the curriculum must be over and above that which may be offered in the high school, (2) work offered may or may not include supervised farm practice, although such is highly desirable, and (3) the curriculum must consider the total person, not the vocational aspect alone. It is differentiated from the academy in that, (1) special training is given in the vocation, and (2) aims of the curriculum point the student specifically toward rural life and farming.

Evaluation.

- () a. To what extent does the curriculum provide for the educational needs of the youth of the community who choose to enter into the business of farming?

C. Curriculum for Part-Time Terminal Students.

Criterion. The institution should provide for the educational needs of the young men of the community who have entered into the business of farming on a full-time or near full-time scale. This should be a well-integrated program, both general and vocational in nature. The vocational instruction should be directly integrated with the farming operations of the students. This instruction should be vocational in nature and over and above that which may be offered by the secondary school.

Ascribed Principle. The primary objective of the curriculum for part-time students in agriculture should be to establish young men in farming, which includes establishment as a citizen in the rural community.

Evaluation.

- () a. To what extent does the curriculum provide for the educational needs of the young men of the community who have entered into the business of farming on a full-time or near full-time scale?

D. Curriculum for Transfer Students.

Criterion. The institution should provide as much of the lower division curriculum leading to the baccalaureate degree in technical and professional agriculture as is economically feasible.

Ascribed Principle. Although it may be desirable that the community college offer the first half of the baccalaureate

curriculum in its entirety, the cost of instruction in specific courses, in terms of specially qualified personnel and instructional facilities, must be considered. It is considered to the advantage of both the college and the student to transfer him early rather than offer him inferior instruction.

Evaluation

- () a. To what extent does the institution attempt to meet the needs of its students who would go on to more specialized and professional study in agriculture at another college or university?
- () b. To what extent are provisions made for the re-adjustment of students who change their objectives after entering this curriculum?

E. Curriculum for Adult Farmers.

1. Community Organization

Criterion. The institution should maintain an organized educational program for its adult farm population, wherein men and women alike meet together at regular intervals for the purpose of expressing their mutual problems and progress, seeking direction for improvement in farm practices and community living.

Ascribed Principle. A sustaining, comprehensive program of rural adult education must revolve around a central organization of rural people. Such an organization must be inclusive both in membership and purpose. In that the male and female members of the farm family share equally in the problems, progress and equity of both the farm business and the farm

home they must discuss these phenomena openly on a mutual basis in order to attain the maximum progress in the farm business and in community living.

Evaluation.

- () a. To what extent does the institution provide opportunity for discussion, at the adult level, of issues vital to farm progress and community living?

E. 2. Technical Instruction for Adult Farmers.

Criterion. The institution should provide technical vocational instruction to meet the specific needs of farmers of the community in producing and marketing farm products and in managing the affairs of the farm. This instruction must be vocational in nature, and over and above that which may be offered by the secondary school.

Ascribed Principle. Individual groups of farmers find themselves in need of intensive instruction from time to time for the purpose of solving specific problems. When the nature and intensity of the instruction is such that it may not be readily provided by either the secondary school or the cooperative agricultural and home economics extension service of the Land Grant College, it is the responsibility of the community college to provide this instruction. The service must include both classroom instruction and farm supervision as it applies to the particular problem at hand.

Evaluation.

- () a. To what extent does the institution offer instruction to meet the specific needs of adult farmers in the community?

II. Instructional Plant and Facilities

A. Location

Criterion. The instructional plant should be centrally located as a single unit, conveniently accessible to both day students and night students.

Ascribed Principle. Although the nature of agricultural instructional facilities is such that they may not be united under a single structure, all instructional facilities must be so situated as to be easily coordinated with both the day activities of the institution and the evening activities of the community. Every facility must be situated to lend its maximum educational utility.

Evaluation.

- () a. How well organized and located is the instructional plant?

B. Classroom and Laboratory Facilities for Agricultural Science

Criterion. The institution should maintain one or more classrooms and/or laboratories for the exclusive instruction in agricultural science, adequately equipped for giving instruction in the more important local farm enterprises.

Ascribed Principle. Special classroom and laboratory facilities peculiar to instruction in agricultural science are required for its successful presentation.

Evaluation.

- () a. How well are the agricultural classrooms and laboratories equipped for instruction in the agricultural sciences proposed in the curricula?

C. Farm Facilities

1. Institutional Farm

Criterion. The institution should own and operate a farm completely established and equipped as an economic unit of production in at least one farm enterprise common to the community.

Ascribed Principle. In order for instructors of agriculture in the community college to be skillfully aware of the farm management problems and procedures, they must maintain an active hand in the management of a farm business. A farm is needed to provide students following the terminal curriculum with modern practice in farm operation and management.

Evaluation.

- () a. How well is the institution farm established as an economic unit of production of farm commodities common to the community?

C. 2. Farm Facilities for Agricultural Instruction

Criterion. Where instruction is offered in the following fields the corresponding facilities, animals or birds should be owned and managed by the institution or held under a utility lease as indicated below.

Ascribed Principle. It is to the advantage of the institution to utilize the instructional facilities which may be provided by private operators in the community. In order for such arrangements to be successful, however, there must be written agreements between the institution and the private operators

as to the responsibilities of each toward the instructional facilities to be used and toward instructing the students.

There are certain facilities required in the instruction of agricultural science which call for advanced planning and for activities, which are non-economical from the producer standpoint, and therefore, in most cases, must be provided by the institution on its own property.

Necessary Instructional Facilities

1. Beef Cattle

a. Owned and managed by the institution

15 brood cows

4 replacement heifers

Adequate barnage and equipment to accomodate the herd

b. Held by written utility lease for educational purposes

100 brood cows

100 stocker steers

100 feeder steers

2. Sheep

a. Owned and managed by the institution

20 ewes of improved type common to the community

1 single drop shearing unit

Drenching, vaccinating and handling equipment sufficient to accomodate the largest class of students.

- b. Held by written utility lease for educational purposes

200 ewes

6 rams

200 mutton lambs

Free access to a wool warehouse

3. Dairy

- a. Owned and managed by the institution

20 cows classified "Good" or above

4 replacement heifers

A Grade "A" dairy barn

A milk room of sufficient size and equipage to accomodate the instruction of the largest anticipated class of student in laboratory fashion.

- b. Held by written utility lease for educational purposes

Access to 2 additional dairies of 50 cows each

Access to a milk processing plant

4. Swine

- a. Owned and managed by the institution

One breeding unit of 4 sows

Drenching, vaccinating and handling equipment sufficient to accomodate the largest anticipated class of students.

- b. Held by written utility lease for educational purposes

50 feeder hogs

50 market hogs

Ready access to a public slaughter plant

5. Poultry

- a. Owned and managed by the institution

100 laying hens of two breeds

A unit of 500 broilers

Housing and equipage adequate to accomodate these two units.

b. Held by written utility lease for educational purposes

A 500 hen laying flock

Access to a commercial hatchery

Access to a poultry dressing plant

6. Field crops and Pasture Production

a. Owned and managed by the institution

A growing herbarium to include the species common to the community and state.

A preserved herbarium of the species common to the community and state.

An adequate supply of preserved samples of the major species to familiarize students with their characteristics.

b. Held by written utility lease for educational purposes

Access to well-managed diversified farm

Access to the market place of major commodity produced in the community.

Fertilizer and variety demonstration plots of each of the major crops of the community.

7. Vegetable Production

a. Owned and managed by the institution

A growing herbarium to include the major varieties of vegetables produced in the community.

A hot house, hot bed or other structure adequate to demonstrate methods of cool-season forcing.

A lathe house or other structure suitable to demonstrate methods of warm-season forcing.

Equipment for seed handling and seed storage sufficient to accomodate the largest anticipated class of students.

b. Held by written utility lease for educational purposes

Access to a well-managed commercial truck farm

Access to the market place of the major truck crops produced in the community.

Fertilizer and variety demonstration plots of each of the major truck crops of the community.

8. Fruit Production

a. Owned and managed by the institution

A growing herbarium to include the major varieties of the fruits produced commercially and for home consumption in the community.

A practice nursery for instruction in propagation of fruit plants.

Equipment for propagating and pruning fruit trees adequate to accomodate the largest anticipated class of students.

b. Held by written utility lease for educational purposes

Access to a well-managed commercial orchard.

Access to the market place of the commercial fruit produced in the community.

Orchard management demonstration plots of each of the major fruits produced in the community.

9. Entomology

a. Owned and managed by the institution

An array of preserved specimens of the insects of economic importance to the community and state.

Manual operated mixing, dusting, spraying equipment sufficient to make practical applications of the more common insecticides in dust spray and gaseous forms.

b. Held by written utility lease for educational purposes

Access to a well-managed diversified farm.

Access to a commercial truck farm.

Access to a commercial orchard.

Access to an insecticidal warehouse.

Access to a commercial dusting and spraying concern.

C. Continued.

Evaluation

- () a. How adequate are the institution's facilities for offering instruction in beef cattle production?
- () b. How adequate are the institution's facilities to offer instruction in sheep production?
- () c. How adequate are the institution's facilities for offering instruction in swine production?
- () d. How adequate are the institution's facilities to offer instruction in dairy production?
- () e. How adequate are the institution's facilities for offering instruction in poultry production?
- () f. How adequate are the institution's facilities for offering instruction in field crops and pasture production?
- () g. How adequate are the institution's facilities for offering instruction in vegetable production?
- () h. How adequate are the institution's facilities for offering instruction in entomology?
- () i. How adequate are the institution's facilities for offering instruction in fruit production?

III. Library Facilities

Criterion. The institution's library should be adequately equipped with such authoritative information pertinent to the major farm enterprises and rural problems of the community as is usable by students and the instructional staff.

Ascribed Principle. Both students and instructors in agricultural science must be adequately supplied with source material,

as well as with the accounts of current social, economic and technological development in their fields of study.

Evaluation

- () a. How well is the library equipped to meet the informational needs of the students and instructional staff in agriculture?

IV. Student Activities

Criterion. The institution should include a student activity program which has as its aim the development of social traits and behavior patterns in students in an environment favorable to their growth, and in general character, so similar to life outside the classroom that a maximum carry-over may be expected.

Ascribed Principle. Education for better citizenship is a primary aim of the community college. In addition to all activities of the institution pointing toward the development of better citizens in its students, certain activities must be deliberately designed to this end. Because of the great variation in the objectives of the curricula of the community college it becomes increasingly important to develop and maintain a single democratic society within the student body.

Evaluation

- () a. To what extent do activities in which students of the institution engage afford such experiences which will aid them in living in a democratic society?

V. Guidance.

Criterion. The institution should maintain a guidance program which provides students with adequate bases for solving their

daily problems, in making adjustments to the various life situations which they meet, and in plotting their courses for the future.

Ascribed Principle. The position is taken that all activities of the community college revolve around guidance. The youth of the community college are at a stage in life where sound guidance in their explorations of their environments of the present and future are most needed.

Evaluation

- () a. To what extent is the concept of guidance held by all members of the instructional staff?
- () b. To what extent is personal data on individual students and former students compiled and used for guidance purposes?
- () c. To what extent may students of the institution rely on its staff for counseling in their every-day problems as well as those which are reflected by the future?

VI. Placement Service.

Criterion. The institution should maintain a placement service through which students may be placed in employment for themselves or for others. The service should be open to all students when it is decided that they will leave school. It should extend to those who pursue advanced studies at the senior college level. It should be the further function of the placement service to aid in locating part-time employment for

students who wish to earn part or all of their expenses while in college. Such part-time employment should contribute as directly as possible to the ultimate vocational objectives of the students.

Ascribed Principle. As the community college accepts the responsibility of guiding its students in choosing their vocations, it assumes the responsibility of aiding them in finding suitable employment.

Evaluation

- () a. To what extent does the institution attempt to provide for the employment of its students while they are enrolled in college?
- () b. To what extent does the institution aid its departing students in finding suitable employment?

VII. Follow-up Service

Criterion. The institution should maintain an active record of its former students, assisting them in becoming progressively established in their chosen occupations.

Ascribed Principle. The community college accepts the responsibility of providing adequate counseling service to its departing students through the initial period of adjustment to full-time employment. To this end it is necessary to maintain up-to-date progress records on at least the former students of recent years.

Evaluation

- () a. How effectively is the institution aiding its former students in becoming progressively established in their chosen vocations?

VIII. Public Relations

Criterion. To assure good public relations the institution should key its policies, services and actions with the best interests of the community. The institution should interpret these policies, services and actions to members of the community to the extent of assuring a maximum understanding, appreciation, and confidence in the institution.

Ascribed Principle. Since the community college is essentially a local, public-supported institution, its governing body and administrative officers are obligated to make systematic public reports on activities of the institution. All community activities of the college must be built through public relations.

Evaluation

- () a. To what extent is public relations considered in the formulation of the policies of the institution?
- () b. How adequately does the institution inform members of the community of the policies, objectives, needs, services, activities and accomplishments of the college?

IX. Articulation and Community Service

Criterion. In order to attain a total educational effort of maximum efficiency there should be a functioning articulation between the community college and the other public agencies of information and education serving the community. This alignment should serve to increase the efficiency of each participating agency.

Ascribed Principle. It is the purpose of the community college to assure a maximum in educational services for its people. Being a local, free agent the institution has the responsibility to render aid to any and all public agencies of education and information serving the community, where such aid will directly increase the efficiency of those agencies. In no case, however, does the community college have license to duplicate or replace existing public agencies in rendering services to the community.

Evaluation

- () a. How well is the institution articulated with the other public agencies of education and information in the community?
- () b. To what extent does the institution serve the community through other public agencies and organizations?

X. The Agricultural Teaching Staff

Criterion. The institution should employ a fully qualified staff of teachers for instruction in the agricultural courses included in the various curricula of the catalogue. Members of the staff should possess broad backgrounds of experience in agriculture, and they should actively pursue a program of technical and professional improvement.

Ascribed Principle. It is recognized that limited enrollment at most community colleges in the country prohibits staffing the department of agriculture with instructors holding advanced degrees with graduate majors in each of the commodity studies

offered by the curricula. The ascription of these principles is offered as an alternative: (1) that there should be at least one instructor on the staff who possesses a graduate major, or its equivalent, in the plant sciences, and at least one instructor on the staff who possesses a graduate major, or its equivalent, in the animal sciences---graduate study should have been done at a Land Grant College; (2) that each instructor is provided with the major scientific journals in the fields in which he teaches, as well as travel time, travel allowances and leaves of absence adequate to warrant his technical improvement and professional growth; (3) that because of the varied assignments of the community college instructor, at least some professional training is necessary---especially methods of organizing and presenting subject matter.

Evaluation

- () a. How well are members of the agricultural teaching staff technically qualified to perform the duties to which they are assigned?
- () b. How well are members of the agricultural teaching staff professionally qualified to perform the duties to which they are assigned?
- () c. How adequate is the background of agricultural experience of members of the agricultural teaching staff?
- () d. To what extent do members of the agricultural teaching staff pursue a program of technical and professional improvement?

XI. Supervision of Instruction

Criterion. In order that members of the departmental staff may attain the maximum rate of professional growth the institution should maintain an active program of supervision which extends to the department of agriculture.

Ascribed Principle. Since most community college departments of agriculture are staffed with two or less instructors, very little supervision can originate within the department. In that each institution operates as an independent, local unit, no supervision comes from above. Therefore, it becomes the direct responsibility of the institution to provide supervision to assure proper orientation of new teachers and continued professional growth among old teachers.

Evaluation

- () a. To what extent does the institution's supervisory program serve to improve instruction within the department of agriculture?

XII. Administration

Criterion. The department of agriculture should function as an integral part of a whole program of community education. To this end the governing body of the institution and its chief administrative officer should possess a clear-cut understanding of the aims and objectives of the department as a result of having actively participated in their formulation. There should be an administrative plan in effect which provides for adequate leadership, policies, financing and accounting

leading to the maximum growth of the department in efficiency and service to the community.

Ascribed Principle. The nature of agricultural instruction calls for the delegation of a number of important administrative responsibilities to members of the departmental staff. In order for the department to function properly, the governing body of the institution must be sufficiently informed of the aims and objectives of the department to intelligently formulate administrative policy for its operation. It is the responsibility of the chief administrative officer to provide adequate leadership for the growth and improvement of the department. It is the responsibility of the senior member of the departmental staff to administer the affairs within the department, and to report to the chief administrative officer on its activities. The senior member of the departmental staff should be allocated adequate time to administer the affairs of the department.

Evaluation

- () a. How well informed are members of the governing body and the chief administrative officer of the aims and objectives of the department?
- () b. How well are the affairs of the department of agriculture administered?
- () c. How adequately is the department financed to meet its stated objectives?

Opinions of Certain Farmers and Professional Agricultural Workers

As to the Scope and Coverage of Basic College Courses

Needed by Farmers and Professional Agricultural Workers

The literature of the community college was found to be clear on the position that students should receive "general education as well as vocational education." From the statement of the President's Commission⁷⁶ it appeared to be an easy matter to project a body of principles which could be reasonably expected to govern the development of a curriculum for youth preparing to enter into the business of farming after a period of not more than two years college work and for those youth preparing to enter into professional agricultural study.

Hatcher⁷⁷ and Diekhoff⁷⁸ stated the knowledges and skills in general terms that should be expected to result from "general education" at the college level. The Land-Grant College Senate Committee⁷⁹ listed

⁷⁶The President's Commission on Higher Education, Higher Education for American Democracy (Washington, D. C.: Government Printing Office, 1947), I, III.

⁷⁷W. B. Hatcher, "Should Freshman and Sophomore Programs of Study be Predominately General and Liberal, or Predominately Technical and Vocational?" Report of Proceedings of the Conference of University Administrators on General and Liberal Education, Joseph P. Blickensderfer, Chairman (Norman: Oklahoma University Press, Mimeographed, 1944), 200 pp.

⁷⁸John S. Diekhoff, Democracy's College (New York: Harper & Brothers, 1950), pp. 97-98.

⁷⁹O. C. Abernold, et. al., Criteria for Institutions Training or Preparing to Train Teachers of Vocational Education in Agriculture (Report of the Senate Committee on Training Teachers of Vocational Agriculture to the Association of Land-Grant Colleges, mimeographed, 1952).

a group of course titles considered essential in the curriculum for prospective teachers of vocational agriculture.

A review of the catalogues of junior colleges offering agricultural curricula revealed a wide divergence in the nature of agricultural curricula for both "terminal" and "transfer" students throughout the country. Phillips⁸⁰ found that there was a significant difference in the opinions of junior college instructors in agriculture, heads of departments and college administrators as to what constituted a sound curriculum for agricultural students.

The practice of restating titles and descriptions of courses offered in the junior and senior years of land-grant colleges in community college catalogues as "terminal" offerings to students possessing no scientific background was noted. This practice apparently reached its greatest degree of prominence in the areas of animal nutrition, animal production and plant production. Dixon⁸¹ described such courses as "diluted transfer courses."

There appeared to be a wide divergence among the four-year colleges of agriculture as to what constituted a sound and desirable basic curriculum for students working toward the baccalaureate degree in agriculture. There was an outstanding degree of variation in the scope and coverage of the basic sciences required at the various institutions.

⁸⁰Loren D. Phillips, "Functional Agricultural Curriculums in the Junior Colleges of the United States" (Unpublished Ed D thesis, The University of California at Los Angeles, 1952), Appendix B.

⁸¹Henry A. Dixon, Organization and Development of Terminal Occupational Curricula in Selected Junior Colleges (Ogden, Utah: Weber College, 1944), p. 24.

For the reasons stated above it was considered necessary to obtain more specific advice on curricula for prospective farmers and prospective professional workers before proceeding further with the formulation of criteria for evaluating such curricula.

Method of Procedure. Course descriptions in 19 study areas were arranged on a graduated scale, ranging from "none" to the most complex offering that could reasonably be expected to originate at the lower division level of college work. Provision was made for an optional description to be added.

The scale was distributed to 47 farmers holding the Bachelor of Science degree or higher in agriculture from a land-grant college, who were known to be outstanding in their respective fields of endeavor in the states of Louisiana and Texas, nine heads of commodity departments of instruction in the College of Agriculture of the Louisiana State University and Agricultural and Mechanical College and the Agricultural and Mechanical College of Texas, and six junior college instructors of agriculture.

The recipients were requested to indicate the course descriptions which in their opinion most nearly described the type of training needed by young men going directly into the business of farming upon the completion of two years college work and the type of training needed by young men preparing for advanced professional work in agriculture.

The "Best Answer" technique was used. The study was not designed as a normative survey, the purpose being to obtain advice rather than statistics. Therefore, no follow-up was made in effort

to increase the percentage of respondents. Twenty farmers, six junior college instructors and nine land-grant college department heads replied. The following farm enterprises were represented by the respondents: nine beef cattle and/or sheep production enterprises, seven dairy enterprises, ten poultry enterprises, four crops enterprises, two fruit production enterprises and one vegetable production enterprise.

Results. The survey, as seen in Appendix A, indicated that a single core curriculum may be adequately adapted to accomodate both the students who would engage in farming after two years college work and those who would go on to more advanced study at other colleges and universities, with certain definite variations included to provide for the individual needs of students within the groups.

It appeared that a core curriculum for both farm and professional groups should include the basic social, physical and natural sciences as follows:

English composition and rhetoric

Economic principles treating the theories of production, price and distribution, monetary and banking systems, and credit

Local, state and national government

Introductory botany including the study of seed plants

Introductory zoology including the study of vertebrate forms

Introductory bacteriology including the nature of bacterial relation to agriculture and plant and animal life

Chemistry to include the common elements, general laws of matter and ionic exchange

Physics to include heat, mechanics and electricity

Mathematics including mathematical proportions

Sociology to include current marriage and family problems

The survey of opinions indicated that instruction in lower division agriculture should be determined by the farm enterprises of the community and offered as companion studies to the sciences. The results of the survey showed that the following applied courses may be equally satisfactory for both groups of students:

Farm mechanics to include the adaptation of farm power; first echelon maintenance of farm buildings, farm machinery and electrical establishments

Land engineering to include the maintenance of earthen structures, terraces, drainage systems, irrigation systems and water storage

Crop and pasture production to include principles and practices of producing the major crops of the community, principles of soil conservation and soil fertility

Animal husbandry to include a practical study of livestock production and marketing based on individual farm enterprises of students and livestock enterprises of the community

Dairy husbandry to include the basic principles of handling milk, feeding and managing dairy cattle

Horticulture to include the principles of plant propagation, orchard management and vegetable gardening

Poultry husbandry to include breeds and types of poultry; culling for egg production; brooding and feeding for growth and egg production; management, housing and hygiene; and marketing methods

The survey indicated that students who would pursue advanced studies at other institutions should also have these courses at the lower division level:

Literature to include a survey of English and American writings

Microbiology treating the cultural and physiological characteristics of the important groups of micro-organisms

College algebra and plane trigonometry

Chemistry to include the metals; organic chemistry including a study of hydrocarbons, proteins and vitamins

Rural society, its structure, institutions and processes

General entomology treating the systematic position of the more important insects, growth habits and control methods

In addition to the possible core curriculum described here the survey indicated that students who plan to enter the business of farming after the completion of two years college work should have the following courses:

Speech

Seminar of local farm economic problems

Seminar of local rural social problems

Entomology to include the preparation and application of insecticidal materials

Conclusions. The foregoing study was reported to the agriculture section of the Texas Junior College Conference at College Station, Texas, in October, 1952. The conclusions stated here were accepted by that group.

Granting that the survey of opinions reported in this study was too limited in scope to prove final, it was sufficient to indicate that the leaders in agriculture may have begun to demand that their successors--both in farming and in professional work--be educated men. It would appear that agriculture as an enterprise and the nation as a whole is sufficiently wealthy to meet this challenge.

It was observed that under the present system there are few direct methods of achieving the type of education apparently needed by the agricultural leaders of the present and the future.

It was concluded for the survey of opinions of farm leaders and professional agricultural leaders that this may be approached for both the transfer student who seeks the baccalaureate degree and the full-time two-year terminal student who would enter directly into the business of farming through a single core curriculum, with certain definite variations to provide for the individual needs of sub-groups and individuals.

Lower division instruction in agriculture for both groups of students, it was concluded, should serve as companion studies to the sciences, being so designed to give life and meaning to these fundamental studies.

Summary of Criticisms by the Jury of the
Tentative Draft of the Criteria

The members of the jury made a total of 244 comments on the first draft of the criteria. Of this number 57 comments were classified as "Approval", giving consent to statements within given areas but making no constructive contribution to the improvement of the criteria. These comments consisted of such statements as "Yes", "O. K.", "By all means", "Certainly", and "Good."

There were 187 comments which were classified as "Constructive." These statements included questioning the soundness of given propositions, disagreement with stated principles and evaluative questions,

recommendations for clarification in various areas, recommended changes of statements, additions and deletions. The distribution of the jury's comments was shown in Table I. A summary of the work of the jury follows in this discussion.

Basis for Curricula. The purpose of including Section I A, Basis for Curricula, was to provide an instrument for appraising the extent to which the educational needs of the rural community were known to the college. In that the college program must rest on the educational needs of the community, this was considered to be the key principle of the entire criteria.

However, the wording of the "Criterion" called merely a farmer-guided community survey. It was recommended that this principle be expanded to include a stated standard of excellence for the determination of community needs, of which the survey reveals only in part.

Curriculum for Full-Time Terminal Students. The terminology for Curriculum for Full-Time Terminal Students was questioned. The "Ascribed Principle" was held to be either vague, misleading, out of order or incorrect. The "Evaluation" questions were challenged on the same bases.

Curriculum for Part-Time Terminal Students. The question of articulation with the secondary school and land-grant college extension service was raised by members of the jury in commenting on the provisions of this section. Terminology was again questioned.

Curriculum for Transfer Students. It was the sentiment of the majority of the jury that course offerings for the purpose of transfer credit should be limited to "within practical or feasible limits" the

TABLE I

COMMENTS FROM THE JURY ON THE FIRST DRAFT OF THE CRITERIA FOR
EVALUATING PROGRAMS OF AGRICULTURE IN THE COMMUNITY COLLEGE

Area	Number of Comments from the Jury					
	Criterion		Ascribed Principle		Evaluation	
	1*	2**	1*	2**	1*	2**
I. Curricula						
A. Basis for Curricula	6		2	1	5	1
B. Curriculum for Full-Time Terminal Students	5	1	5		4	1
C. Curriculum for Part-Time Terminal Students	4		2		3	1
D. Curriculum for Transfer Students	3	1	3	2	4	
E. Curriculum for Adult Farmers						
1. Community Organization	4	2	1	1	3	1
2. Technical Instruction for Adult Farmers	6		2		2	1
II. Instructional Plant and Facilities						
A. Location	6	1			1	1
B. Classroom and Laboratory Facilities for Agricultural Science	3	2	1	2	2	2
C. Farm Facilities						
1. Institutional Farm	6	1	2	2	2	
2. Farm Facilities for Agricultural Instruction	5	1	7			
"Necessary Instructional Facilities"	27	11				
III. Library Facilities	5	2	1	1	2	1
IV. Student Activities	5	1	2	1	4	1
V. Guidance	4	2	1	1	3	
VI. Placement Service	2		1		2	1
VII. Follow-Up Service	2	1	1		1	1
VIII. Public Relations	3				3	
IX. Articulation and Community Service	2	1			1	
X. The Agricultural Teaching Staff	3	2	4		2	1
XI. Supervision of Instruction	2	1	1		1	1
XII. Administration	1	1			1	1
Total	104	31	37	11	46	15

* Indicates Constructive

** Indicates Approval

institution should provide "standard lower division curriculum leading to the baccalaureate degree in technical and professional agriculture," as stated by Dean Shepardson.

Director Albert E. Franch, who operates a community college program of agriculture which is recognized as one of the most elaborate in the country, in his comments took exception to the stated principle as follows:

I disagree here entirely. If the principle outlined on page 2 (Curriculum for Full-Time Terminal Students, page 50) is followed without regard for the four year college you will be doing the greatest and most efficient service you can for any area. There is no reason why the four year college cannot accept transfers from so-called Terminal Courses. We are sending transfers from our terminal courses into Western colleges every year. They receive from one and one half to two years credit for two years terminal courses. I am disturbed over the tendency of the Community College to worship at the throne of the four year colleges. We have a new type of institution. Why not take the position that the four year colleges should at least meet us half way in this matter of transfer.

Curriculum for Adult Farmers. The sections dealing with adult farmer education were treated under two principles, one dealing with organization and one with "technical instruction." The central thought was that community organization and adult farmer classes constituted two separate essential areas, each of which should be evaluated.

However, it was the opinion of the jury that segregation of principles here led to confusion. The appropriateness of the term "curriculum" was also questioned in relation to adult farmer education.

Instructional Plant and Facilities. Minor changes were recommended in the "Criterion" dealing with the location of the instructional plant.

On the "Criterion" treating the classroom and laboratory facilities for agricultural science, the meaning of the term "science" was questioned. There were also minor changes recommended in the "Evaluation" questions.

On the principle dealing with the institutional farm, the meaning of the terms "economic unit" and "modern" was questioned.

The "utility lease" provision of the section dealing with farm facilities for agricultural instruction was questioned. It was recommended the "Necessary Instructional Facilities" be changed to read "Optimum Instructional Facilities" on the premise that this array of facilities and equipment represented that which is needed for the attainment of the highest level of efficiency in instruction, but that satisfactory instruction could be offered with lesser amounts of equipment and facilities.

There were various changes recommended in the numbers of animals and birds proposed in the list.

Library Facilities. Two jurors recommended that the "Criterion" be changed to add to its strength and clarity. It was proposed that two additional evaluative questions were needed.

Student Activities. Rewording to add clarity was recommended for "Criterion" treating student activities. The terms "activities" and "single democratic society" were questioned. The possibility of devising a reliable measure of desirable extra-class activities was questioned.

Guidance. The term "Student Personnel Services" was recommended as more appropriate than "Guidance." Rewording to gain greater clarity was suggested.

Placement Service. Minor rewording to gain greater specificity was recommended in the section dealing with the placement service.

Follow-up Service. It was recommended that the title here should be changed to read "Follow-Up and Adjustment Service." Other changes were suggested in order to more clearly relate the "Evaluation" questions with the stated principle.

Public Relations. The terms "best interest" and "adequately" were questioned. Changes in the wording of the "Criterion" were recommended to add clarity to the statement.

Articulation and Community Service. The term "other public agencies" was ambiguous to one juror. Another juror recommended the rewording of the principle.

The Agricultural Teaching Staff. The quality of personality was recommended to be added to the "Criterion." It was recommended that the alternative feature of the "Ascribed Principle", calling for instructors holding the Master's degree or "its equivalent" be deleted on the grounds that "so-called equivalents have proven for the most part to be unsatisfactory." The terms "well" and "adequate" were again challenged.

Supervision of Instruction. One additional question was proposed for the "Evaluation."

Administration. It was suggested that the stated principle could be strengthened by rewording.

First Revision of the Principles of the Criteria

Following the advice of the jury and using the information gained from the further study of lower division agricultural curricula reported in this chapter, the proposed criteria were reorganized into 14 statements of principles in ten major areas of evaluation. This was accomplished by combining the statements of principles within given areas and by combining closely related areas. This was done in view of strengthening the stated principles, and increasing the degree of clarity. The "Ascribed Principle" was either combined in the "Criterion" or deleted.

The first revision appeared as follows:

First Revision

Criteria for Evaluating Programs of Agriculture in the Community College

I. Curricula

A. Basis for Curricula

Criterion. The curricula represents the integrated judgments of the teaching staff, students, representative farmers and agricultural agencies, and conforms with the prevailing conditions derived from frequent and systematic surveys of the agricultural resources of the community.

The curricula should be organized and revised to meet the changing needs and interests of the rural population, both youth and adult.

Evaluation

- () In what measure do the present curricula meet the needs of rural youth and adults of the community?
- () To what extent is curriculum revision a continuous process?

B. Curriculum for Youth in Agriculture

Criterion. The institution should provide a well-integrated curriculum of education to meet the needs of the young men of the community who are in the process of becoming established in the business of farming. The curriculum should provide for a practical understanding of the democratic society in which they will live, as well as a functional understanding of breeding, nuturing, management and other aspects of the economic production and marketing of the farm commodities common to the community.

The curriculum should be sufficiently flexible to provide for the individual needs of the students, including those part-time vocational students who are actively engaged in farming, as well as those who would pursue advanced technical and professional studies at other colleges or universities.

Evaluation

- () To what extent does the curriculum provide for the educational needs of the young men of the community who are becoming established in the business of farming?
- () To what extent does the institution meet the needs of the lower division students who plan to take more specialized and professional study in agriculture at another college or university?

C. Curriculum for adults in Agriculture

Criterion. The institution should maintain an organized educational program for its adult farm people, both men and women alike, who meet together at regular intervals to consider their mutual farm, home and community problems. The program should also provide technical vocational instruction to meet the specific needs of farmers in the community when the nature and intensity of the instruction is such that it may not be readily provided by the secondary school or the Agricultural and Home Economics Extension Service.

Evaluation

- () To what extent does the institution provide an efficient program of adult education for farm men and women to consider their problems?
- () To what extent does the institution offer instruction to meet the specific needs of adult farmers in the community?

II. Instructional Plant and Facilities

A. Classroom and Laboratory Facilities

Criterion. The institution should maintain one or more classrooms and/or laboratories for the exclusive instruction in agricultural science, adequately organized, equipped and located for giving instruction in the more important local farm problems and enterprises.

Evaluation

- () Are there sufficient agricultural classrooms and laboratories adequately equipped for instruction in the agricultural sciences proposed in the curricula?
- () How well organized and located is the instructional plant?

B. Institutional Farm

Criterion. The institution should own and operate a farm completely established and equipped as an economic unit of production in the major farm enterprises of the community.

Evaluation

- () How well is the institution farm established as an economic unit of production of farm commodities common to the community?

C. Farm Facilities for Agricultural Instruction

Criterion. Adequate facilities, animals and birds should be made available for instruction in all the major farm enterprises of the community. (NOTE: It may be to the convenience of the institution to utilize some instructional facilities which may be provided by individual farmers to supplement the minimum college-owned facilities. For example, arrangements might be made whereby a privately owned herd of cattle could be used to furnish practice in teaching market classes and grades. In order for such arrangements to be successful, however, there must be a written agreement between the institution and the private operator as to the responsibilities of each toward the instructional facilities to be used.)

Evaluation

- () To what extent is the institution equipped with facilities, animals and birds to offer instruction in the major farm enterprises of the community?

III. Library

Criterion. Both students and instructors in agricultural science must be supplied with ample source material, as well as the

accounts of current social, economic and technological developments in their fields of study. The institution's library should provide a broad selection of reference books, technical reports, current subscriptions to the technical, scientific and trade journals pertinent to the agricultural enterprises of the community. Efficient library service and ample funds for annual acquisitions of materials should be provided.

Evaluation

- () How adequate is the organized supply of books, bulletins and periodicals of the library?
- () How well are the library materials kept up to date?
- () How adequate are the funds for maintaining the library?

IV. Student Activities

Criterion. The curriculum for youth in agriculture should provide such individual and group extra-class activities as is required to meet the social and recreational needs of the students. These activities should be designed to develop wholesome character and a spirit of democracy, including qualities of leadership and fellowship, in the students.

Evaluation

- () To what extent are the extra-class activities provided in the curriculum in keeping with the social and recreational interests of the students?
- () To what extent do extra-class activities in which students in agriculture engage afford such experiences which will aid them in living in a democratic society?

V. Student Personnel Services

Criterion. The institution should maintain an organized guidance service, conducted by skilled personnel, to assist students in solving their daily problems, in adjusting to changing life situations and in planning their activities for the future.

Evaluation

- () To what extent does the institution's catalogue reveal the nature and purpose of the curricula and student life at the college?
- () To what extent do instructional staff members provide guidance service?
- () To what extent is personal data compiled, made accessible and used for guidance purposes?
- () To what extent may students and former students of the institution rely on its staff for counseling in their every-day problems as well as those which are reflected by the future?

VI. Public Relations

Criterion. To assure good public relations the institution should key its policies, activities, and services to the best interests of the community. The institution should interpret these policies, activities and services to the community with the intent of assuring a maximum understanding, appreciation and confidence in the institution.

Evaluation

- () To what extent is public relations a functioning part of the policies of the institution?

- () How adequately does the institution inform members of the community of the policies, objectives, needs, services, activities and accomplishments of the college?

VII. Articulation and Community Service

Criterion. There should be a functioning policy of articulation between the community college and other involved educational agencies and institutions.

Evaluation

- () How well is the institution articulated with the other public agencies and institutions of education and information serving the community?
- () To what extent does the institution serve the community through other public agencies and organizations?

VIII. The Agricultural Teaching Staff

Criterion. The institution should employ a staff of teachers qualified by training, experience, personality and resourcefulness to teach effectively and efficiently all the agricultural courses included in the various curricula of the college. Members of the teaching staff should actively pursue programs of technical and professional improvement.

Evaluation

- () How well are members of the teaching staff technically and professionally qualified to perform the duties to which they are assigned?
- () How effectively do members of the teaching staff organize and present instructional materials?

- () To what extent do members of the agricultural teaching staff pursue systematic programs of technical and professional improvement?
- () To what extent are the duties and responsibilities assigned to members of the agricultural teaching staff such that the time required to discharge them are in keeping with the accepted teacher load in the institution?

IX. Supervision of Instruction

Criterion. In order that members of the departmental staff may attain the maximum rate of professional growth the institution should maintain an active program of supervision which extends to the department of agriculture.

Evaluation

- () To what extent does the institution's supervisory program serve to improve instruction within the department of agriculture?
- () How well is the college staff organized for improvement in service?

X. Administration

Criterion. The department of agriculture should function as an integral part of the whole program of the community college. To this end the governing body of the institution and its chief administrative officer should have a clear-cut policy on the aims and objectives of the agriculture department. This administrative plan should provide for adequate leadership, financing and instruction looking forward to a maximum growth of the department in serving the community.

Evaluation

- () How well informed are members of the governing body and the chief administrative officer of the aims and objectives of the department?
- () How well are the affairs of the department of agriculture administered?
- () How adequately is the department financed to meet its stated objectives?

Second Revision and Expansion of the Criteria

A summary of the reactions of the jury to the Tentative Draft of the criteria and the first revision were passed to the Chairman of the jury for further review.

It was recommended by the chairman that the organization of the proposed criteria be changed to more nearly conform with natural units or areas of the program. He also recommended that the term "Criterion" be replaced with some term more nearly relating the concept of principles. The term "curriculum for adult farmers" was again questioned. In addition the jury chairman offered a critical appraisal of the phraseology of the stated principles.

Expansion of the Criteria. Following an outline suggested by the chairman the second revision of the criteria was formulated. In this version the term "Guiding Principle" was substituted for "Criterion."

Each "Guiding Principle" was accompanied by instructions for gathering information believed to be pertinent to the application of

the stated principles, and checklists of statements describing conditions and provisions which were believed to reflect the standards of excellence contained in the "Guiding Principles." The checklists were adapted to a five-point scale. Following the checklists or "Item" groups, one or more "Evaluation" questions were listed which were believed to reflect the degree to which an institution met the conditions and provisions stated in the "Guiding Principle." The evaluation questions were also adapted to a five-point scale.

The criteria were preceded by an introductory statement and a set of instructions for their application.

The second revision consisted of 18 criteria, each in turn consisting of a "Guiding Principle", and "Item" group and one or more "Evaluation" questions. The criteria were distributed among nine major areas of the community college program of agriculture.

It was provided in the "Information Needed" sections accompanying each "Guiding Principle" that the information be compiled exterior to the instrument itself. It was believed that such an independent body of information compiled on the program in inventory fashion would prove of a greater service to the institution than if recorded in the evaluative instrument itself.

Since only one trial application of the instrument was made it seemed highly improbable that a valid sampling procedure could be devised. Therefore the inventory, census, interview and documentation techniques were employed in gathering the information needed.

Two additional sections concluded the second revision. One called for a conclusive statement on the evaluation. The other provided an outline for revising and improving the program.

Further Study in the Expansion Process. Although the bases for the majority of the check items and the "Information Needed" which were outlined in the second revision of the criteria were found in the literature previously cited in this study, or resulted from the experience of the student in organizing and operating a community college program of agriculture, or from his advisors and jurors, certain areas were expanded on the basis of literature not previously cited.

Co-Curricula Activities for Youth in Agriculture. Even though the information called for and the "Items" included in this section of the second revision seemed to flow naturally from the "Guiding Principle," they were guided to some extent by a statement by Phipps on the evaluation of the activities of the Future Farmers of America. Phipps⁸² proposed 13 questions in the evaluation of money making activities of FFA chapters, which were listed here:

1. Is it agricultural?
2. Is it educational?
3. Is the proposed use of the money valid?
4. Does it contribute to the welfare of the community?
5. Is it acceptable to the mores of the community?
6. Is it legal?
7. What are the concomitant results?
8. Does it contribute to FFA objectives?
9. Does it promote desirable school relationships?

⁸²Lloyd J. Phipps, "Criteria for Evaluating FFA Money-making Activities," Agricultural Education Magazine, XXV (1952), 129.

10. Does it promote desirable community relationships?
11. Does the activity provide sufficient profit to pay for the labor expended?
12. Is the money actually earned?
13. Is it safe?

The Agricultural Teaching Staff. The schedule for recording the nature and extent of the activities of the instructor, called for in "Information Needed" under V A, "The Agricultural Teaching Staff", of the second revision was adapted from an analysis of service load of instructors at the University of Chicago by Reeves and others.⁸³

Public Relations. The policies and practices advocated by Emerson Reck⁸⁴ were drawn upon heavily in the formulation of the "Guiding Principle" and in the expansion of Section IX, Public Relations, of the second revision of the criteria.

The second revision was sent to members of the jury in the form in which it appears here.

⁸³Floyd W. Reeves, et. al., "The University Faculty," The University of Chicago Survey (Chicago: The University of Chicago Press, 1933), III, 158-161.

⁸⁴W. Emerson Reck, "Public Relations for Educational Institutions," Public Relations Handbook, Philip Lesly, editor (New York: Prentice-Hall, 1950), pp. 385-400.

Second Revision

Criteria for Evaluating Programs of Agriculture in the Community College

Introduction

Although the philosophy and general objectives of the community college have been stated they have not been clearly spelled out in terms of agricultural education and responsibility toward rural people.

In this study the general objectives of the community college program of agriculture were identified. A set of evaluative criteria was designed to examine and evaluate the ways and means employed by the community college in meeting its educational objectives in agriculture for its rural population. The instrument consists of criteria in nine areas within the total program of agricultural education in the community college.

Each criterion is headed by a "Guiding Principle", or stated standard of excellence. This is followed by provisions for gathering pertinent information about the particular area of inquiry, labeled "Information Needed." A list of conditions and provisions ("Items") believed to be characteristic of good community college programs of agriculture follows, by which the conditions and provisions found in the local program may be appraised. These conditions and provisions are believed to contribute directly to the operation of the stated principle. All of these items may not be necessary or even desirable in every community college. The appropriateness of any one item will be determined by local community conditions.

Each section provides for the response to one or more questions designed to evaluate that area of the local program against the guiding principle.

The criteria were designed to lend direction to establishing new programs of agriculture in community colleges, and to serve as an instrument of self evaluation, stimulation and improvement for established programs.

Before applying these criteria it is important that the institution re-examine its basic philosophy and purposes in order to determine the appropriateness of the criteria for the particular college. It is important that any institution using the criteria maintain a working philosophy which falls within the framework of the five characteristics stated below, which were summarized by the President's Commission on Higher Education.⁸⁵ The same enumeration was restated by Bogue⁸⁶ as the basic philosophy of the community college.

1. The community college must make frequent surveys of its community so that it can adapt its program to the educational needs of its full-time students. These needs are both general and vocational.
2. Since the program is to serve a cross section of the youth population it is essential that consideration be given not only to apprentice-training but also co-operative procedures which provide for older students alternate periods of college attendance and remunerative work.

⁸⁵The President's Commission on Higher Education. Higher Education for American Democracy, Vol. III. Washington, D. C. U. S. Government Printing Office. 1948. pp. 5-7.

⁸⁶Bogue, Jesse P. The Community College. New York, McGraw-Hill. 1950. p. 32.

3. The community college must prepare its students to lead a rich and satisfying life, part of which involves earning a living. To this end the total educational effort, general and vocational, of any student must be a well-integrated single program, not two programs.
4. The community college must meet the needs also of those of its students who will go on to a more extended general education or to specialized and professional study at some other college or university.
5. The community college must be the center for the administration of a comprehensive adult education program.

The entire evaluation is based on the premise that the educational needs of the rural population of the local community for the present and the foreseeable future are a matter of documented record. For this reason it is important that the institution meet the conditions and provisions under Section I, A., Basis for Curricula, to a reasonable degree of satisfaction before proceeding with this instrument as an evaluative guide.

It was assumed here that instruction in the various related departments which serve agricultural students is adequate. At the same time, however, it was considered essential that certain other related aspects of the institution be examined.

The form should be used as far as possible as an instrument of self evaluation. In self evaluation, however, the worth of bringing in qualified consultants must be recognized.

Necessary variation should be made in the criteria, in light of specific educational needs and conditions peculiar to the local community, in order to obtain its maximum adaptability to the local community college program of agriculture.

Instructions

The "Information Needed" sections were specifically designed as a key inventory of the institution as it concerns instruction in agriculture. Members of the college staff should prepare a separate folder, following the outline of the criteria, in which the materials called for are assembled in advance of the evaluation. If outside consultants are to be used, they should have copies of the collected information at least a week in advance of the evaluation.

The "Guiding Principle" is a stated standard of excellence or body of principle against which the pertinent aspects of the college may be evaluated.

The item groups consist of statements describing conditions and provisions believed to be desirable in community college programs of agriculture, and in keeping with the "Guiding Principle". They are to be used to score provisions and conditions existing in the local program as revealed in "Information Needed" and by the personal observation of the evaluators.

Scoring Items. The items are to be marked in the respective preceding parentheses with the symbols A, B, C, D, E or N on the basis of evidence contained in "Information Needed" and the personal observation of the evaluators.

The symbols are to be applied as having the following meaning:

A - Excellent. The condition or provision is present to an entirely satisfactory degree.

- B - Good. The condition or provision is present to a satisfactory degree for the most part and there is visible evidence of improvement.
- C - Fair. The condition or provision is present to the extent of meeting minimum requirements on a temporary basis, or present in an adequate amount but functioning poorly.
- D - Inferior. The condition or provision is present or appears in the plans, but is accomplishing the intended purpose to an unsatisfactory degree.
- E - Ineffective. The condition or provision is absent, failing to make a positive contribution to the program, or is conducted in a manner that is misleading to students or harmful to the community.
- N - Does not apply. The condition or provision does not apply to this community college, as shown by the rural community survey and the stated objectives of the college. (Where this symbol is applied give a full explanation of why the condition or provision does not apply under "Comments" in the appropriate sections.)

Space is provided at the end of each item group for including additional items.

The "Comments" areas should be used freely by evaluators in order to record additional information considered pertinent to the successful operation of the program and to give further impetus to item scores.

Registering Evaluations. Evaluate each phase of the program on the basis of the item scores and the personal observation and judgment of the evaluators, weighing the provisions and conditions present against the stated "Guiding Principle". Use a five-point rating scale to indicate the following qualities:

- 5 - Excellent. The provisions or conditions are present and functioning to an excellent degree.
- 4 - Very Good. The provisions or conditions are present to an entirely satisfactory degree, and there is visible evidence of improvement.
- 3 - Satisfactory. The provisions or conditions are present to the extent of meeting the minimum requirements on a temporary basis.
- 2 - Poor. The provisions or conditions are present in an inadequate amount, or the service is functioning poorly.
- 1 - Unsatisfactory. The provisions or conditions are not present or are rendered ineffective.

Figures employed in the evaluation are to be regarded as convenient symbols, not quantitative statements.

After the evaluation has been completed the head of the department of agriculture should call a meeting of his advisory committee, including the chief administrative officer of the institution, to lay plans for the improvement of the program of agriculture. A suggested form for summarizing such plans is included on the last page of this study.

I. Curricula

A. Basis for Curricula

Guiding Principle. The curriculum represents the integrated judgments of the teaching staff, students, representative farmers and agricultural agencies, and conforms with the prevailing conditions derived from frequent and systematic surveys of the agricultural resources of the community.

The curricula should be organized and revised to meet the changing needs and interests of the rural population, both youth and adult.

Information Needed

1. Show by outline or diagram the organization of department's advisory service. Name each member of the advisory service, stating his respective position as an advisor and his term of office. Describe the method of selecting advisory personnel.
2. Review the minutes of the advisory group meetings. Prepare a brief of the actions of the advisory groups since the time of its establishment.
3. What provisions are made for regular meetings of the advisory group?
4. What provisions are made for replacing members of the advisory group?
5. Present a report of the most recent rural community survey, in which the findings of earlier surveys (if any) are summarized.
6. List the farm enterprises of the community in order of their relative importance.

7. List the objectives of the institution in serving its rural population.

Items

- () a. An organized agricultural advisory group which is representative of the teaching staff, students, farmers and agricultural agencies serves the institution in determining its agricultural curricular needs.
- () b. The advisory group is an actively functioning body as shown by the nature of its internal organization, the regularity with which it meets and the provisions for replacing inactive members.
- () c. Records of the actions taken by the advisory group are produced in multiple form, copies of which are distributed to the chief administrative officer of the institution and its governing board.
- () d. The advisory group actively fosters a continuous improvement program for the department of agriculture.
- () e. The institution has recently completed a rural community survey which reveals the current economic and social conditions of the farm population. Methods of conducting the survey were scientifically sound.
- () f. The stated objectives of the institution are in keeping with educational needs of the rural population, both youth and adult.
- () g.

Evaluation

- () To what extent does the institution's agricultural advisory service and its community survey system reveal the educational needs of its rural population?

Comments**B. Curriculum for Youth in Agriculture.**

Guiding Principle. The institution should provide a well-integrated curriculum of education to meet the needs of the young men of the community who are in the process of becoming established in the business of farming. The curriculum should provide for a practical understanding of the democratic society in which they will live, as well as a functioning understanding of breeding, nurturing, management and other aspects of the economic production and marketing of the farm commodities common to the community.

The curriculum should be sufficiently flexible to provide for the individual needs of the students, including those part-time students who are actively engaged in farming, as well as those who plan to pursue advanced technical and professional studies at other colleges or universities.

Information Needed

1. Examine the agriculture curricula contained in the most recent college catalogue.
2. Attach the syllabi of the various agricultural courses open to youth in the college.
3. List the courses required by all students enrolled in agriculture.
4. List the additional courses recommended to students who plan to engage in full-time farming after two years college work.
5. List the additional courses recommended to students who plan to pursue advanced technical and professional studies at other colleges or universities.
6. Describe the general procedure for arriving at the curriculum of part-time farm students.
7. Describe the procedure used in this institution to provide the vocational aspects of programs for young men who are in the process of becoming established in farming. Include a statement of the provisions for supervision of farm practice programs and home visitations.

Note

A survey of opinions of degree-holding farmers, commodity department heads in the land-grant colleges and junior college instructors in Louisiana and Texas indicated that there is need for very little variation in the basic curriculum for young men who elect to

enter into the business of farming and for those who pursue advanced studies at the senior college level and finally engage in professional agricultural work.

The survey indicated that a single core curriculum may be adequately adapted to accomodate both groups of students, with certain definite variations to provide for the individual needs of students within the groups.

It appears that a core curriculum for both farm and pre-professional groups should include the basic social, physical and natural sciences as follows:

- a. English composition and rhetoric
- b. Economic principles treating the theories of production, price and distribution, monetary and banking systems, and credit
- c. Local, state and national government
- d. Introductory botany including the study of seed plants
- e. Introductory zoology including the study of vertebrate forms
- f. Introductory bacteriology including the nature of bacterial relation to agriculture and plant and animal life
- g. Chemistry to include the common elements, general laws of matter and ionic exchange
- h. Physics to include heat, mechanics and electricity
- i. Mathematics including mathematical proportions

Lower division instruction in agriculture should be determined by the farm enterprises of the community and offered as companion studies to the sciences. The agricultural studies should be so designed as to

give local application, life and meaning to the fundamental studies of the pure sciences.

The survey of opinions indicated that the following applied courses may be equally satisfactory for both young men who plan to engage in farming at the end of two years college work and those who plan to pursue advanced studies at other colleges or universities:

- a. Farm mechanics to include the adaptation of farm power; first echelon maintenance of farm buildings, farm machinery and electrical establishments
- b. Land engineering to include maintenance of earthen structures, terraces, drainage, irrigation and water storage
- c. Crop and pasture production to include principles and practices of producing the major crops of the community, principles of soil conservation and soil fertility
- d. Animal husbandry to include a practical study of live-stock production and marketing based on individual farm enterprises of students and livestock enterprises of the community
- e. Dairy husbandry to include basic principles of handling milk, feeding and management of dairy cattle
- f. Horticulture to include principles of plant propagations, orchard management and vegetable gardening
- g. Poultry husbandry to include breeds and types of poultry; culling for egg production; management, housing and hygiene; and marketing methods.

The survey indicated that students who would pursue advanced studies at other institutions should also have these courses at the lower division level:

- a. Literature
- b. Microbiology treating the cultural and physiological characteristics of the important groups of micro-organisms
- c. College algebra and plane trigonometry
- d. Chemistry to include the metals; organic chemistry including a study of the hydrocarbons, proteins and vitamins
- e. General entomology treating the systematic position of the more important insects, growth habits and control methods.

In addition to the core curriculum the survey indicated that students who plan to enter the business of farming after the completion of two years college work should have the following courses:

- a. Speech
- b. Seminar of local farm economic problems
- c. Seminar of local rural social problems
- d. Entomology to include the preparation and application of insecticidal materials.

The foregoing summary is not intended as a single national curriculum for community college youth in agriculture. It was presented rather as the findings in two states and as an example of an approach to curriculum improvement. It is recommended that those interested in lower division curricula in all of the several states make similar surveys to determine the nature and content of curricula best adapted to the needs of their own youth in agriculture.

Items

- () a. There is sufficient provision in the curriculum for students to attain an adequate command of the English communication arts.
- () b. The curriculum provides for imparting to students a fundamental understanding of economic principles.
- () c. The curriculum provides for imparting to students a fundamental understanding of democratic procedures at the local, state and national levels.
- () d. The curriculum provides for imparting to students a fundamental understanding of the biological, chemical and physical sciences.
- () e. The agricultural courses offered in the curriculum are in keeping with the objectives of the institution.
- () f. The emphasis of the agricultural courses in the curriculum is in keeping with the needs of the community as revealed by a rural community survey and the recommendations of a representative community advisory council.
- () g. Provisions are made in the curriculum to meet the individual needs of students who would pursue advanced studies at other institutions, insofar as such provisions are economically feasible.
- () h. Provisions are made in the curriculum to meet the special needs of students who will engage in farming at the end of two years.

- () i. Provisions are made to meet the special needs of part-time students who are presently engaged in farming, including the supervision of farming activities.

- () j.

Evaluation

- () To what extent does the curriculum provide for the educational needs of the young men of the community who are becoming established in the business of farming?
- () To what extent does the curriculum meet the needs of the lower division students who plan to take more specialized and professional study in agriculture at another college or university?

Comments

G. Co-Curricular Activities for Youth in Agriculture

Guiding Principle. The curriculum for youth in agriculture should provide such individual and group extraclass or co-curricular activities as are required to meet the social and recreational needs of the students. These activities should be designed to develop wholesome character and a spirit of democracy, including qualities of leadership and fellowship in the students.

Information Needed

1. List the campus organizations and supervised extraclass activities in which agriculture students participate, showing the stated purposes of each organization or activity and the number of agriculture students who participate in it.
2. Prepare a statement pertaining to the campus organization to which most agriculture students belong, giving the following information:
 - a. Constitution and by-laws
 - b. Current program of work
 - c. Names of officers
 - d. Standing committees and names of committee memberships
 - e. Special committees and names of committee memberships
 - f. Roster of paid membership
 - g. Financial statement
 - h. A statement of policy toward money raising activities
 - i. A representative sample copy of the minutes of regular meetings
 - j. A summary of the organization's objectives, activities, accomplishments and failures of the past
 - k. The mean attendance at regular meetings for the past year.

Items

- () a. The institution provides a balanced program of co-curricular activities designed to promote the cultural, social and physical development of the student.
- () b. Individual and dual activities adapted to the particular needs of students, as well as group activities, are provided.

- () c. Each student in agriculture engages in some activity not related to his field of study.
- () d. Careful supervision of all activities is exercised in order to insure the fulfillment of the purposes for which they were undertaken.
- () e. Individual participation in co-curricular activities to the extent harmful educational program is effectively discouraged.
- () f. The objectives, activities and accomplishments of the organization to which most agriculture students belong are in keeping with democratic processes, providing for the exercise of leadership, fellowship and the discharge of responsibility, as shown by the work of the officers, the committees and the average attendance of the membership.
- () g. This organization affords opportunities for its membership to practice group cooperation and community betterment.
- () h. The organization follows ethical procedures and abides by local, state and federal laws in its money raising activities.
- () i.

Evaluation

- () To what extent are the extra-class activities provided in the curriculum for youth in agriculture in keeping with the social and recreational interests of the students?
- () To what extent do extra-class activities in which students in agriculture engage afford such experiences which will aid them in living in a democratic society?

Comments

D. Program for Adults in Agriculture

Guiding Principle. The institution should maintain an organized educational program for its adult farm people, both men and women, who meet together at regular intervals to consider their mutual farm, home and community problems. The program should also provide technical vocational instruction to meet the specific needs of farmers and farm women in the community when the nature and intensity of the instruction is such that it may not be readily provided by the secondary school or the Cooperative Agricultural and Home Economics Extension Service of the Land Grant College.

Information Needed

1. Show by outline or diagram the organization of the adult farmer education program for this institution.
2. Prepare a brief of the activities of the adult farm group for the past year.
3. Present a copy of the program of work of the adult farm group for the current year.
4. Review the attendance records, minutes, and other documents of administrative nature pertaining to the adult farm group.
5. Present syllabi or outlines of courses and programs now open to and which have been participated in by adult farm people of the community.
6. List by name, occupation specialty, address and specific jobs performed by those who have assisted in conducting the adult farmer education program during the past year.

Items

- () a. The institution maintains an active organized community-wide educational program for its farm people.
- () b. Adult farmer education at this institution is a continuous process wherein men and women meet at least once a month the year round. (Evidence: minutes of meeting and attendance records.)
- () c. Special technical and vocational courses are offered by qualified teachers to meet specific needs of farmers and farm women in the community.
- () d. The plan of organization of the adult program, the program of work, course and curricular content, and activities of the group are in keeping with the objectives of the institution and the needs of the rural community.
- () e. The terms of enrollment or membership in the adult farmer education program are definitely defined in the official catalogue and understood by the participating students.
- () f.

Evaluation

- () To what extent does the institution provide an efficient program of adult education for farm men and women to consider their problems?
- () To what extent does the institution offer instruction to meet the specific needs of adult farmers in the community?

Comments

II. Instructional Plant and Facilities

A. Classroom and Laboratory Facilities

Guiding Principle. The institution should maintain one or more classrooms and/or laboratories for the exclusive instruction in technical agricultural courses, adequately organized, equipped and located for giving instruction in the more important local farm problems and enterprises.

Information Needed

1. Prepare a floor plan sketch of the agricultural classrooms and laboratories showing seating area and capacity, lighting, heating facilities, ways of entrance and departure, storage facilities, work benches, water outlets, gas outlets, blackboards. Show the relative position of the agricultural classrooms and laboratories to the central campus, rest rooms, drinking fountains and route of thoroughfare.
2. List the standard classroom and laboratory teaching aids found in this department.
3. What provisions are made for obtaining new teaching aids?
4. List the agricultural courses and sections offered during the current year, giving the number of students enrolled in each section.
5. What is the largest attendance in the adult program during the past year?

Items

- () a. One or more classrooms and laboratories, or combination classroom and laboratory, are used for the exclusive instruction in technical agricultural courses.
- () b. The floor space and seating facilities are adequate to accomodate the present enrollment in agriculture, both in the youth program and the adult program.
- () c. The classrooms and laboratories are adequately lighted.
- () d. The classrooms and laboratories are adequately heated.
- () e. The classrooms and laboratories are adequately ventilated.
- () f. The laboratories are equipped with suitable workbenches to accomodate the largest participating class.
- () g. Adequate storage is provided for preserving teaching aids, records and reference material needed for instruction in the various agricultural courses offered.
- () h. The laboratories are equipped with running water, electric service outlets and gas service outlets.
- () i. The department is equipped with adequate blackboard space, charts, books, bulletins, opaque picture projector, moving picture projector and other teaching aids needed for successful instruction in the agricultural courses offered.
- () j. The teaching aids in the department are well organized and easily available.
- () k. Teaching aids are kept up to date and in good state of repair.
- () l.

Evaluation

- () How well organized and situated is the instructional plant?
- () To what extent are there sufficient classrooms and laboratories adequately equipped for instruction in technical agricultural courses proposed in the curricula?

Comments:**B. Shop and Instructional Facilities for Farm Mechanics**

Guiding Principle. The institution should maintain such housing and facilities as are needed for satisfactory instruction in the adaptation of farm power, first echelon maintenance and repair of farm machinery, simple structure and maintenance of farm buildings and farm electricity as these skills relate to the farm enterprises common to the community.

Information Needed

1. List by outline form the skills which should be taught to farmers and farm youth of the community in order that they may obtain needed proficiency in the (A) adaptation of farm power, (B) first echelon maintenance of farm and machinery, (C) simple structure and maintenance of farm buildings, and, (D) farm electricity. Enumerate the equipment and tools provided for attaining each skill listed. The following outline form is suggested:
 - A. Adaptation of Farm Power

1. (Skill) To develop the ability to . . . :

a. Tools and equipment

1 - six cylinder cut-a-way gas engine

6 - sets. . .

2. (Skill)

2. Prepare a floor plan sketch of the shop, showing the relative dimensions and location of the room, windows, doors and workbenches. Show the location of all pieces of stationary equipment, tool cabinets, power outlets, source of heat, electric lighting, first aid kit, fire extinguishers, wash room and supply storage facilities.
3. Have the shop building inspected by a qualified safety engineer. (It is possible that the services of the city fire marshall may be obtained.) Attach his report to this section.
4. State the number of students in the largest class using the shop.
5. State the institution's budgetary plan for providing supplies, maintaining and replacing tools, equipment, and improving instructional facilities in the shop.

Items

- () a. The shop has been recently approved by a qualified safety engineer as being free from fire and bodily hazards.
- () b. Tools and equipment are available in adequate quantities to permit practice by students of the mechanical skills needed in operating a farm in this community.
- () c. Supplies are available for performing the more common mechanical and structural skills needed on the farm.

- () d. The floor space and arrangement of the shop is adequate to accomodate the largest class using the facilities.
- () e. An entrance is provided of sufficient height and width to permit farm machinery to be brought into the shop at the ground level.
- () f. Tools are maintained in good working order.
- () g. The shop is reasonably clean and kept in orderly fashion.
- () h. Adequate provisions are made for maintenance, replacement and addition to the supply of tools and equipment.
- () i.

Evaluation

- () How adequate is the institution's facilities and equipment for teaching the mechanical skills needed by farmers of the community?

Comments

C. Institutional Farm

Guiding Principle. The institution should own and operate a farm completely established and equipped as an economic unit of production in the major farm enterprises of the community.

Information Needed

1. Show the present land use plan for the institutional farm.

2. Present an up-to-date inventory of the institutional farm buildings and equipment.
3. Prepare a statement as to the size, scope and anticipated financial return of each enterprise in which the institution is engaged.
4. Present a statement of worth of the institutional farm for the immediate past fiscal year.
5. Prepare a statement showing how the institutional farm contributes to the education of farm youth and adults of the community.

Items

- () a. There is evidence on the institutional farm of sound land use planning for commodity production, soil improvement and instructional purposes.
- () b. The important farm enterprises of the community are included in the farm setup, each as an economic unit.
- () c. The farm buildings, fencing and equipment are adequate to conduct the enterprises included in the farm program.
- () d. Discounting the cost of extra labor and facilities devoted to instruction the institutional farm is a financially sound business.
- () e.

Evaluation

- () How well is the institutional farm established as an economic unit of production of the farm commodities common to the community?
- () To what extent does the institutional farm contribute to the education of farm youth and adults of the community?

Comments

D. Farm Facilities for Agricultural Instruction

Guiding Principle. Adequate facilities, animals and birds should be made available for instruction in all of the major farm enterprises of the community.

Information Needed

Enumerate by outline form the facilities, equipment and live-stock available and used by the institution in instructing students in the technical agriculture courses listed in the catalogue.

Example:

A. Livestock Production

Beef Cattle

20 Hereford brood cows

20 Feeder steers

2 sets dehorners, etc.

Note

It may be to the convenience of the institution to utilize some instructional facilities which may be provided by individual farmers to supplement the minimum college-owned facilities. For example, cooperative arrangements might be made whereby a privately owned herd of cattle could be used to furnish practice in teaching market classes and grades. Facilities furnished by this manner should be enumerated in the list called for above and designated as privately owned property.

In order for such cooperative arrangements to be successful there should be a written agreement executed annually between the institution and the private operator showing the responsibilities of each toward the instructional facilities to be used.

The nature, variety and quantity of instructional farm facilities needed by any one community college will vary with the local farm enterprises and conditions. Local conditions and managerial factors may call for larger units in some instances and smaller units in others. The objective of the college farm program should be to combine the optimum size instructional units into a self-sufficient endeavor, making due allowances for the cost of labor and waste of production involved in the process of organized instruction. (For example: a group of steers may suffer considerable shrinkage in weight during the process of student practice in grading commercial cattle. This loss should be charged to instruction rather than to the feeding enterprise.)

A list of facilities, animals and birds which are believed to positively accelerate instruction in the areas commonly offered at the community college and the lower division of senior agricultural colleges is shown below. This list should be considered as general minimum recommendations for satisfactory instruction at an optimum efficiency level.

Beef Cattle

15 brood cows

4 replacement heifers

20 feeder cattle

Adequate barnage and equipment to accomodate the herd

Sheep

20 ewes of improved mutton type common to the community

20 ewes of improved wool type common to the community

1 single drop shearing unit

Drenching, vaccinating and handling equipment sufficient to accomodate the largest class of students.

Free access to a wool warehouse

Dairy

20 cows classified "Good" or above

4 replacement heifers

A Grade "A" dairy barn

A milk room of sufficient size and equipage to accomodate the instruction of the largest anticipated class of student in laboratory fashion.

Access to a milk processing plant

Swine

One breeding unit of 8 sows

Drenching, vaccinating, handling and feeding equipment sufficient to accomodate the largest anticipated class of students

Ready access to a public slaughter plant

Poultry

500 laying hens of two breeds

A unit of 500 broilers

200 to 500 market turkeys

Housing and equipage adequate to accomodate these three units.

Access to a commercial hatchery

Access to a poultry dressing plant

Field Crops and Pasture Production

A growing herbarium to include the species common to the community.

A preserved herbarium of the species common to the community.

A farm on which the major crops and pastures of the community are produced on a sufficient scale to permit the demonstration of approved farm practices with modern equipment.

Fertilizer and variety demonstration plots of each of the major crops of the community.

Vegetable Production

A growing herbarium to include the major varieties of vegetables produced in the community.

A hot house, hot bed or other structure adequate to demonstrate methods of cool-season forcing.

A lathe house or other structure suitable to demonstrate methods of warm-season forcing.

Equipment for seed handling and seed storage sufficient to accomodate the largest anticipated class of students.

Access to the market place of the major truck crops produced in the community.

Fertilizer and variety demonstration plots of each of the major truck crops of the community.

Fruit Production

A growing herbarium to include the major varieties of the fruits produced commercially and for home consumption in the community.

A practice nursery for instruction in propagation of fruit plants.

Equipment for propagating and pruning fruit trees adequate to accomodate the largest anticipated class of students.

Access to the market place of the commercial fruit produced in the community.

Orchard management demonstration plots of each of the major fruits produced in the community.

Entomology

An array of preserved specimens of the insects of economic importance to the community.

Manual operated mixing, dusting, spraying equipment sufficient to make practical applications of the more common insecticides in dust, spray and gaseous forms.

Access to a commercial dusting and spraying concern.

The above recommendations are based on the Report of the Land-Grant College Senate Committee on the Training of Vocational Agriculture Teachers, 1952; recommendations of the agriculture section of the Texas Agricultural and Mechanical College Junior College Conference, held at College Station, Texas, October, 1952; and recommendations from various advisors to the study.

Items

- () a. The institution's facilities are adequate for offering instruction in beef cattle production.
- () b. The institution's facilities are adequate to offer instruction in sheep production.
- () c. The institution's facilities are adequate for offering instruction in swine production.
- () d. The institution's facilities are adequate to offer instruction in dairy production.
- () e. The institution's facilities are adequate for offering instruction in poultry production.
- () f. The institution's facilities are adequate for offering instruction in vegetable production.

- () g. The institution's facilities are adequate for offering instruction in field crops and pasture production.
- () h. The institution's facilities are adequate for offering instruction in entomology.
- () i. The institution's facilities are adequate for offering instruction in fruit production.
- () j.
- () k.
- () l.
- () m.

Evaluation

- () To what extent is the institution equipped with facilities, animals and birds to offer instruction in the major farm enterprises of the community?

Comments

III. Library Facilities and Services

Guiding Principle. The library of a community college should facilitate the instructional and public service programs of the college. Both students and instructors in agriculture must be supplied with ample source material, as well as the accounts of current social, economic and technological developments in their fields of study. The institution's library should provide a broad selection of reference books, technical reports, and current subscriptions to the technical,

scientific and commodity trade journals pertinent to the farm enterprises of the community. Efficient library service and ample funds for annual acquisitions of materials should be provided.

Information Needed

1. Prepare a classified list of agricultural reference books (author, title, publisher and date of publication), technical bulletins and reports from the state land-grant college agricultural experiment station, the United States Department of Agriculture and elsewhere which are in the library.
2. Prepare a classified list of the scientific society journals, agricultural commodity journals and general farm periodicals to which the library subscribes, showing the number of volumes of each publication in the possession of the library.
3. List any materials in the possession of the library other than those called for above which contribute to the excellence of service to agricultural students and farm people.
4. Prepare a statement of the ways and means employed by the agricultural teaching staff and the library staff to stimulate the use of the library.
5. Show if possible the number outside loans of agricultural materials per agricultural student enrolled for the last full academic year. In a relatively small library it may be possible to obtain this figure by inspecting the loan cards in the agricultural section of the library stacks (630-638, Library of Congress system) and the loan cards at the loan desk.

6. Prepare a statement showing the organization of the library service, including the names and professional qualifications of the personnel and the relation of the library staff to the administration and faculty.
7. Present a statement of policy governing the use of the library, hours open for service, access to stacks, and restrictions on circulation including circulation to persons not enrolled in the college.
8. How much money was allocated in the library budget for the purchase of books, periodicals and bindings in the agricultural field?

Items

- () a. The supply of basic reference books, including late publications, in the field of agricultural science is adequate to meet the needs of students and instructors.
- () b. The supply of agricultural experiment station bulletins and technical reports relating to the farm enterprises of the community is comprehensive and up-to-date.
- () c. The library subscribes to the scientific journals pertinent to the farming enterprises of the community. These volumes are bound and retained as permanent references.
- () d. The library subscribes to the commodity journals pertinent to the farm enterprises of the community. The three most recent volumes of each of these publications are on file in the library.
- () e. There is evidence of alertness, aggressiveness and mutual cooperation among members of the library staff and the agricultural teaching staff in their effort to enrich the

library as seen by the collection and preservation of local documents and the provision of other outstanding features.

- () f. The chief librarian has a thorough understanding of library science, having received professional training in this field.
- () g. The librarian has sufficient assistance of competent ability to render satisfactory library service.
- () h. Adequate funds are provided for the annual accessions of books, journals and periodicals.
- () i. There is evidence that students and teachers of agriculture make regular use of the materials and services provided by the library.
- () j.

Evaluation

- () How adequate is the organized supply of books, bulletins, scientific journals, commodity journals and special documents of the library?
- () To what extent is the library adequately supervised and financed?

Comments

IV. Student Personnel Services

A. Guidance Organization

Guiding Principle. The institution should maintain an organized guidance service, directed by skilled personnel, to assist students in solving their daily problems, in adjusting to changing life situations, and in planning their activities for the future.

Information Needed

1. Show by diagram and outline the structural organization of the student personnel program. Include all aspects of the program extending from recruitment through admission, orientation, counseling, discipline, student government to graduation or departure. Give the name, responsible position and professional qualifications of each person concerned with the functioning of the student personnel program.
2. Review the student cumulative record file and present a copy of the cumulative record form used by this institution.
3. List additional types of information gathered about students not shown on the cumulative record form.
4. Prepare a statement of procedure employed by the institution to acquaint students with the nature and requirements of the various institutions beyond the scope of the community college.

Items

- () a. The institution utilizes the total resources of its faculty and the community in providing a guidance program for its students.

- () b. The student personnel program articulates the community college with both the secondary school and the upper divisions of the senior colleges and universities.
- () c. Special provisions are made for orienting new students to the institution and to assist them in selecting their studies.
- () d. Considering the institution's available revenues, its student personnel service is adequately financed and fully supported by the governing board and its chief administrative officer.
- () e. At least one member of the institution's full-time staff has received sufficient professional training in the field of guidance to adequately administer the program.
- () f. The institution's full-time students receive a general intelligence test of high reliability in which results are expressed in terms of linguistic score, mathematical score and average score. The results of the test appear in a permanent form.
- () g. All students other than those enrolled in the adult division have received a vocational preference test of high reliability since entering this institution.
- () h. Students other than those enrolled in the adult division receive a physical examination administered by a qualified physician at least once a year.
- () i. Appropriate tests are administered to individual students as need for such information arises.

- () j. Adequate information about the student's home and community environment and background is recorded.
- () k. A record of the occupation, health and marital status of students' parents is maintained.
- () l. Individual student records are complete and up-to-date.
- () m. Individual student records are readily available to all persons concerned with the guidance program and withheld from the inspection of unauthorized persons.
- () n. Upon their departure from the institution students are furnished with an intelligible transcript of record, including a statement of course titles to facilitate ready interpretation by certification authorities and prospective employers.
- () o. Counselors recognize problems which are beyond their counseling skills or can be handled more effectively by proper available referrals, as evidenced by the referral records on file.
- () p.

Evaluation

- () How well does the institution's student personnel program meet the needs of the student population and college community, and the educational needs of the youth?

Comments

B. The College Catalogue, Bulletins and Announcements

Guiding Principle. The catalogue is an official instrument of contract between the institution and the student. The catalogue should include an accurate, concise statement of the purposes, program, personnel and plant of the college. All bulletins, announcements and other representations of the institution should conform to the same standard of accuracy.

Information Needed

Compare the current college catalogue with the existing practices and conditions at the college.

Items

- () a. The catalogue contains a full roster of the faculty showing earned degrees and the institution granting them.
- () b. The catalogue contains a clear statement of entrance requirements and graduation requirements.
- () c. The catalogue contains a meaningful description of all programs, courses and activities to be offered or fostered by the institution during the period for which it is issued. The general aims of each course are enumerated.
- () d. Courses given in series are clearly indicated.
- () e. Courses not recommended for transfer credit are clearly indicated.
- () f. The practice of listing a number of courses to be given on demand is not prevalent at this institution.

- () g. The catalogue contains an accurate statement of the campus and living conditions, and the necessary cost of living in the college community.
- () h. The catalogue contains a clear statement of all tuition, matriculation, fees and other charges levied on students for enrollment in the various courses of instruction and for use of college facilities.
- () i. The several conditions and provisions outlined in the catalogue are honored by students, instructors and the administrative officers of the institution.
- () j.

Evaluation

- () To what extent does the catalogue reveal the nature, purpose and cost to the student of the various programs, curricula and student life at the college?

Comments

C. Placement and Follow-Up Services

Guiding Principle. As the community college accepts the role of guiding its students in choosing training for their vocations, it also assumes the responsibility of aiding them in finding suitable employment. The institution should maintain a placement service through which all students may secure aid in employment or scholarships for

advanced study. It should be the further function of the placement service to aid in locating part-time employment for needy students. The institution should maintain cumulative records of its former students, assisting them in becoming progressively established in their chosen occupations. The institution should foster an alumni association through which its former students remain actively identified with the college.

Information Needed

1. Show from the placement records or from other sources the number of day-students in agriculture who are, a) employed on the part-time basis for themselves in farming, b) employed by others in occupations which will contribute to their ultimate vocations, c) employed in occupations non-related to their chosen vocations, d) seeking part-time employment but unable to locate suitable jobs. State the number of agriculture majors enrolled in the day-school program.
2. Present a statement as to the nature and scope of the institution's scholarship and aid program to assist graduates of the college in advanced study at other colleges and universities.
3. Prepare a summary statement of the follow-up study of the institution to include all former students who were agriculture majors, showing the number in each of the following classifications: a) private operators of farm businesses, b) partners in farm businesses, c) farm managers, d) farm employees below the management level, e) engaged in farm related occupations, such as farm service, farm finance, processing and marketing farm products, f) engaged in

professional agricultural teaching, research and consulting work, g) pursuing advanced studies in agriculture, h) pursuing advanced studies of non-agricultural nature, i) non-agricultural occupations, j) military service, k) disabled from war injuries, l) unemployed, m) deceased, o) unaccounted for, p) total.

Items

- () a. The institution is instrumental in assisting needy students in obtaining part-time employment which is complementary to their vocational objectives.
- () b. The institution actively assists its graduates in obtaining scholarships, employment and other forms of aid to facilitate their pursuit of advanced study at other colleges and universities.
- () c. The institution actively assists all students in obtaining suitable employment upon their departure from school.
- () d. The institution maintains an up-to-date cumulative record of all its former students in agriculture.
- () e. The institution offers counsel to its former students in becoming progressively established in their chosen occupations.
- () f. The institution fosters an active alumni association through which its former students remain actively identified with the college, its purposes and objectives.

Evaluation

- () To what extent may the students in agriculture rely on the institution's placement service for assistance in locating suitable employment?

- () To what extent does the institution continue to serve its former students?

Comments

V. Departmental Organization and Teaching Staff

A. The Agricultural Teaching Staff

Guiding Principle. The institution should employ a staff of teachers qualified by training, experience, personality and resourcefulness to teach efficiently and effectively all of the agricultural courses included in the college curricula. Members of the teaching staff should actively pursue programs of technical and professional improvement.

Reproduce this section for each additional instructor and part-time instructor in the department of agriculture.

Information Needed

1. Compile the following information pertaining to the instructor:
 - a. Age, weight and health status
 - b. Farm experience past the age of 14
 - c. Transcript of college credits showing majors and minors at undergraduate and graduate levels
 - d. A record of employment showing the name of employer, dates of employment, position held in each employment

- e. Duties in present employment, showing courses taught and other responsibilities for each semester (quarter) including the summer months
 - f. Membership in farm organizations
 - g. Membership in professional organizations
 - h. Statement of scope and objectives of present professional improvement program
2. Prepare a statement revealing the nature and extent of the activities of the instructor, following this outline:

<u>Activities</u>	<u>Hours per Week</u>
a. Teaching	_____
Preparation for class and laboratory practice sessions	_____
Conducting class and laboratory practice sessions	_____
Reading papers	_____
Supervision of student farming programs	_____
b. Student personnel work	_____
Counseling duties	_____
Student conferences not related to course work	_____
Sponsoring student activities and chaperoning student groups	_____
c. Departmental administration and supervision	_____
Conferences	_____
Correspondence	_____
Supervision of instruction	_____
Supervision of farming	_____

<u>Activities</u>	<u>Hours per Week</u>
d. Extra-departmental duties	_____
Institution farm management and labor	_____
Supervision of lawn service	_____
Supervision of dormitory life	_____
Assistance in producing intercollegiate athletic events	_____
Other (enumerate)	_____
e. College administrative services	_____
Faculty meetings	_____
Committee service	_____
Administrative assistance	_____
Community research	_____
f. Public service--no extra pay	_____
Civic and social activities	_____
Speaking engagements--no pay	_____
Cooperative activities with other community agencies	_____
Public education services (newspaper, magazine, radio, television)	_____
g. Professional improvement	_____
Preparing papers for learned societies	_____
Contribution to technical and professional journals	_____
Attending professional conferences	_____
Graduate study	_____
h. Personal and professional services---pay from outside	_____
Lectures	_____

<u>Activities</u>	<u>Hours per Week</u>
Writing for fee	_____
Editorial work	_____
Consulting work	_____
Research	_____
1. Private employment	_____
Self employment	_____
Other employment not accounted for	_____
3. Secure and summarize a student rating of the instructor. This should be a cooperative project between the instructor and the dean of the college.	
4. Secure and summarize a faculty rating of the instructor. This should be done by the dean of the college.	
5. Review the syllabi, teaching plans, achievement tests and source material for each of the courses currently taught by the instructor.	
6. Observe the teacher at work at teaching in at least one of his current courses.	
7. Review the work other than classroom teaching with which the instructor is charged.	

Items

- () a. The instructor is physically able to perform the duties to which he is assigned.
- () b. The instructor is socially adapted to perform the duties to which he is assigned.
- () c. The instructor has had the needed farm experience to perform the duties to which he is assigned.

- () d. The instructor is technically qualified to perform the duties to which he is assigned, having received the Master's degree from a land-grant college and having graduate specialities in the fields in which he is now engaged.
- () e. The instructor is professionally qualified to perform the duties to which he is assigned, having been trained in the methodology of agricultural education and having acquainted himself with the philosophy and the objectives of the community college.
- () f. The instructor's record of employment shows progressive professional growth.
- () g. The instructor is actively identified with the major farm organizations of the community and state.
- () h. The instructor is actively identified with one or more professional organizations in his field.
- () i. The instructor is objectively pursuing a program of professional improvement designed to increase his proficiency as a teacher in this institution.
- () j. The instructor's institutional service load is in keeping with his physical capabilities and the forty-hour work week.
- () k. The instructor's extra-departmental duties do not retard the progress of the department, but contribute to its effectiveness and growth.
- () l. The instructor's extra-institutional activities do not hamper his physical and mental readiness nor infringe upon his college work day, but contribute to his proficiency as a teacher and to the well-being of the institution.

- () m. The instructor's syllabi, lesson plans and source material are up-to-date, and reflect the farm problems of the community.
- () n. The instructor utilizes an effective method of selecting, organizing and presenting instructional materials and in evaluating student achievement.
- () o. The instructor is regarded by his students and his fellow workers as competent and industrious.
- () p.

Evaluation

- () How well is the instructor qualified in technical and professional education and in farm experience to perform the duties to which he is assigned?
- () How well is the service load and outside activities of the instructor adjusted to his physical, technical and professional abilities?
- () How effectively does the instructor select, organize and present instructional materials, and evaluate student achievement?

Comments

B. Departmental Organization and Administration

Guiding Principle. The personnel and other resources of the department should be selected and organized to effectively and efficiently serve the educational needs of the youth and adults of the rural community.

Information Needed

1. Construct an organization chart of the personnel and resources of the department showing the role of each element in meeting the objectives of the department.
2. Consult the information compiled under V. A.

Items

- () a. The department employs at least one instructor holding the Master's degree with a graduate major or minor in the plant sciences.
- () b. The department employs at least one instructor holding the Master's degree with a graduate major or minor in the animal sciences.
- () c. At least one member of the departmental staff is employed on a twelve months basis.
- () d. Highly qualified instructors are retained on a part-time basis to offer instruction in specialized fields when the need for such instruction arises.
- () e. Instructors use the facilities provided by the institution and the community to the fullest extent in conducting their classes.
- () f. The duties and responsibilities of each instructor in the department are fully defined.
- () g. The department is provided with a travel budget adequate to reimburse instructors for expenses incurred from supervising farm programs of students, attending professional and farm organization meetings, and in acting in any other official capacity for the college.

- () h. The department operates on a definite budget and maintains sufficient records to readily account for the activities and expenditures within the department.
- () i. The head of the department files written progress reports with the administrative officers of the institution at frequent intervals.
- () j. The department is provided with adequate secretarial and clerical service.

Evaluation

- () To what extent is the departmental staff adequate in qualification and in number to carry out the stated objectives of the department?
- () How well organized is the department to fulfill its stated objectives in meeting the educational needs of the farm community?

Comments

VI. Supervision and Evaluation of Instruction

Guiding Principle. In order that members of the departmental staff may attain the maximum rate of professional growth the institution should maintain an active program of supervision and evaluation of instruction which extends to the department of agriculture.

Information Needed

1. Prepare a statement describing the plan for supervising agricultural instruction in this institution. This should be a joint statement by the head of the department and the dean of the college.
2. Prepare a statement of frequency with which the supervisory agent observes instruction in the agricultural classrooms, and the nature of the contributions he makes toward the improvement of instruction resulting from his observations.
3. Prepare a statement of the nature and extent of consultation between instructors and the supervisory agent dealing with problems of instruction.
4. Present a statement as to the extent which faculty meetings are used as means of improving instruction.
5. Describe the system used annually by the department head and the supervisory agent for evaluating instruction within the department. Attach a copy of any evaluative forms used and a summary of the most recent evaluation.

Items

- () a. Supervision and evaluation of instruction is an integral part of the institution's program.
- () b. The supervisory agent of the institution observes instruction in the department of agriculture at frequent intervals and aids individual teachers in the improvement of instruction.
- () c. The supervisory agent of the institution offers ready counsel to teachers in problems dealing with improvement of instruction.

- () d. The institution holds frequent faculty meetings which are devoted largely to the improvement of instruction.
- () e. Adequate means of evaluating instruction within the department are employed annually.
- () f.

Evaluation

- () To what extent does the institution's supervisory and evaluation program serve to improve instruction within the department of agriculture?

Comments

VII. Administration

Guiding Principle. The department of agriculture should function as an integral part of the whole program of the community college. To this end the governing body of the institution and its chief administrative officer should have a clear-cut policy on the aims and objectives of the agriculture department. This administrative plan should provide for adequate leadership, financing and instruction looking forward to a maximum growth of the department in serving the community.

Information Needed

1. Supply an organization chart showing the relation of the department of agriculture to the administrative offices and the governing board. Show the relation of the agriculture department to the other component parts of the institution. Show the relation of the department to the component parts of the agricultural community.
2. Present a copy of any written statements defining the duties and responsibilities of the board members, administrative staff and faculty.
3. Present a statement of policy by the chief administrative officer of the institution on the aims and objectives of the agriculture department.
4. Present a copy of the current departmental budget.
5. Present an appraisal of the present plan of administrative organization indicating its stability, effectiveness, weaknesses if any, and competence and adequacy of personnel.
6. Prepare a statement as to the ways and means in which the chief administrative officer furnishes active leadership to the department of agriculture.

Items

- () a. The policy governing agricultural education in this institution as set forth by its governing board and chief administrative officer is in keeping with the educational needs of the youth and adults of the rural community.
- () b. The institution follows a simple but definite and effective plan of administering the affairs of the agriculture department.

- () c. The duties and responsibilities of the members of the governing board, the administrative staff and the agricultural faculty are well defined and respected by all persons so concerned.
- () d. The departmental budget includes adequate funds for fulfilling the objectives of the department.
- () e. The administrative staff actively contributes leadership to the department as evidenced by attendance upon advisory council meetings, planning sessions and other affairs of the department.
- () f. Once administrative policy is set at this institution it is not subject to arbitrary change. .
- () g. The administrative staff is conscious of the weaknesses and strong points of the administrative plan and the administrative personnel. There is evidence of continuous effort to improve administrative system.
- () h.

Evaluation

- () How well are the affairs of the department of agriculture administered by the head of the institution and its governing board?
- () To what extent is the department financed to meet its stated objectives?

Comments

VIII. Articulation and Community Service

A. Cooperation with Other Agencies

Guiding Principle. There should be a functioning policy of articulation between the institution and the other agencies of agricultural education and information such as to provide a complementary relationship between the community college program of agriculture and the agricultural programs of the several other agencies and institutions serving the community.

Information Needed

1. By outline form show the extent of mutual cooperation between the community college and each of the agencies and institutions listed below in providing education for the farm youth and adults of the community:

- a. Local Soil Conservation District

Services rendered to the college by the district

Services rendered to the district by the college

Joint programs

- b. Secondary-schools within the college district

Services rendered to the college by the secondary-school

Services rendered to the secondary-school by the college

Joint programs (including articulation of secondary-school and college curricula, and the articulation of Young Farmer and Adult Farmer programs)

- c. The Cooperative Agricultural and Home Economics Extension

Service of the Land-Grant College

Services rendered to the community college by the extension service

Services rendered to the extension service by the community college

Joint programs

d. The Land-Grant College Agricultural Experiment Station

Services rendered by the experiment station to the community college

Services rendered by the community college to the experiment station

Joint projects

e. The divisions of instruction of the Land-Grant College

Services rendered to the community college by the land-grant college

Services rendered to the land-grant college by the community college

Joint projects

2. Present a brief statement of the nature and extent of any over-all organization of the several agricultural education agencies and institutions in planning and carrying out a coordinated program of education for the benefit of the farm people of the community.

Items

- () a. Representatives of the secondary-schools, the soil conservation district, and of the three divisions of the land-grant colleges of agriculture serve as members of an advisory council to the community college.
- () b. The community college program of agriculture is articulated with the secondary-school in curricular and guidance services.
- () c. The program of agriculture for youth and adults in the community college is articulated with the Young Farmer and Adult Farmer programs of the secondary-schools of the community,

being over and above, yet complementary to the secondary-school programs.

- () d. The maximum services and facilities of the community college are made available to and used by the secondary-schools, the soil conservation district and the land-grant college in their respective programs in the community.
- () e. The services and facilities of the secondary-schools, the soil conservation district and the land-grant college are made available and used by the community college in carrying out its program in agriculture.
- () f. The community college is conducting joint projects of education or research with the secondary-school, the soil conservation district and the land-grant college.
- () g. All professional agricultural workers representing the secondary-school, the soil conservation district and the land-grant college who are resident of the community are members and share in the leadership of an active adult farmer organization sponsored by the community college.
- () h.

Evaluation

- () How well is the institution articulated with the other public agencies and institutions of education and information serving the community?
- () To what extent does the institution serve the community through other public agencies and organizations?

Comments

B. Community Service

Guiding Principle. The institution should utilize all available media to the fullest extent in carrying a program of education to the homes of the rural community population.

Information Needed

1. Outline any systematic plan which the institution employs to carry a program of education and information to rural people through the use of newspaper, radio, television, speeches, demonstrations or other media of communication.
2. Review the copy of information described above to determine its pertinence, quality and frequency of presentation.
3. Prepare a statement as to the extent which the college plant and facilities are used by non-matriculated persons other than those identified in VIII. A for informational and social purposes.
4. Describe any agricultural services rendered by the institution not previously called for in this section.

Items

- () a. The institution maintains a working relationship with the various media of communication of the community through which it conducts a systematic program of pertinent agricultural education and information of high quality.
- () b. The institution maintains a speakers bureau through which pertinent agricultural information is channeled to the community population.

() e. The institutional plant and available facilities are utilized to the fullest extent by organizations and individuals of the community for informational, cultural and social purposes.

() d.

Evaluation

() To what extent does the institution serve the non-matriculated members of the rural community?

Comments

IX. Public Relations

Guiding Principle. To assure good public relations the institution should key its policies, activities and services to the best interests of the community. The institution should interpret these policies, activities and services to the community with the intent of assuring a maximum understanding, appreciation and confidence in the institution.

Information Needed

1. Prepare a statement of the relationship of public relations to policy making at this institution.
2. What person is designated as director of public relations for the institution? What is the extent of his professional training and experience in public relations? To what extent is he acquainted with the farm problems of the community?

3. Refer to the organization chart called for under VII, Administration.
What relative position did the director of public relations, as such, occupy in the first draft of the chart?
4. Review the clipping files of the institution. Appraise the appropriateness, completeness and structural quality of news releases pertaining to the institution for the past full year.
5. Obtain an appraisal of the institution's public relations program from the local newspaper, radio and television editors, newspaper correspondents and wire correspondents.
6. Circulate a survey of opinion designed to reflect the prevailing attitudes toward the various aspects of the institution among one or more representative community groups. The local service clubs present an easily accessible stratification. Present a copy of the survey of opinion and a summary of the results obtained.

Items

- () a. The public relations director occupies a position at the policy making level of the institution's organization.
- () b. The public relations director is qualified by training and experience to advise the chief administrative officer and the governing board on the formulation and execution of policy.
- () c. There is a spirit of warm and cooperative relationship among the faculty members, between the faculty and the administrative staff and between the student body and the administrative staff.

- () d. A collection of a year's news clippings pertaining to the college constitutes an accurate and comprehensive annual report of all aspects of the institution.
- () e. A review of the clipping files reveals that no one person was unduly or idly publicized.
- () f. A recent survey of opinions from one or more representative groups in the community reveals that the policies of the institution are understood and appreciated, and that the college is held in high esteem by those groups.
- () g. The local editors and news correspondents regard the institution's public relations program as efficient and sound.
- () h.

Evaluation

- () To what extent is public relations a functioning part of the policies of the institution?
- () How adequately does the institution inform members of the community of the policies, objectives, needs, services, activities and accomplishments of the college?

Comments

X. Conclusion

Prepare a summary and conclusive statement of the evaluation.

XI. Plans for Revision and Improvement

After the evaluation has been studied by all persons concerned, the chief administrative officer and head of the department should call a meeting of the agricultural staff and an advisory council consisting of representative farmers and professional agricultural workers of the community to instigate plans for improving the department.

A form for mapping plans for revision and improvement is suggested below:

Service:

Evaluation scores:

Improvement needed:

Beginning date:

Estimated date of completion:

Personnel in charge of improvement:

Estimated cost of improvement:

Summary of Criticisms by the Jury of the Second Revision of the Criteria

The members of the jury of experts contributed 69 constructive suggestions toward the improvement of the second revision of the criteria, as compared to 187 suggestions for the improvement of the tentative draft. Of the 69 comments 21 were directed to the "Guiding Principle," as shown in Table II, eight to "Information Needed," 29 to "Items," and eleven to "Evaluation."

Further reference to Table I revealed that there were 104 suggested changes directed toward the "Criterion" and 37 toward the "Ascribed Principle", making a total of 141 recommended changes to the total body of principles as they were stated in the tentative draft. There were 46 recommendations directed to the "Evaluation" questions as stated in the tentative draft.

It appeared that the reduction in the number of constructive criticisms on the second revision as compared to those on the tentative draft was sufficient for the purpose of this study to conclude that practical agreement among the jurors had been reached.

The majority of the comments on the second revision pointed to ways of improving the criteria by rewording to obtain clearer meanings and greater coverage in certain areas, reorganization of certain "Item" groups, the addition and deletion of certain "Items" and "Evaluations", and changing certain titles and terminology.

Areas of Disagreement. There were three areas of disagreement on the parts of individual jurors which appeared to be impossible to bring into reconciliation within the scope of this study.

Chairman Humphreys recommended that provisions should be made for recording the information gathered in connection with the evaluation within the body of the manual rather than in a separate volume. He maintained that the information should be called for in terms of itemized specifics rather than in terms of general directives, stating:

So far as possible in the section 'Information Needed,' instead of being a general directive for gathering information, should include, specific items in questionnaire form with space provided to record the information requested.

TABLE II

COMMENTS FROM THE JURY ON THE SECOND REVISION OF THE CRITERIA FOR
EVALUATING PROGRAMS OF AGRICULTURE IN THE COMMUNITY COLLEGE

Section	Criticism			
	Guiding Principle	Information Needed	Items	Evaluation
I. Curricula				
A. Basis for Curricula	2	2	3	2
B. Curriculum for Youth in Agriculture	4		3	
C. Co-Curricular Activities for Youth in Agriculture		1	3	1
D. Program of Adults in Agriculture		1	1	1
II. Instructional Plant and Facilities				
A. Classroom and Laboratory Facilities	1		1	1
B. Shop and Instructional Facilities for Farm Mechanics	2		2	2
C. Institutional Farm	1		2	1
D. Farm Facilities for Agricultural Instruction	4			
III. Library Facilities and Services	1	1	2	1
IV. Student Personnel Services				
A. Guidance Organization	1		2	1
B. The College Catalogue, Bulletins and Announcements			1	
C. Placement and Follow-up Services			2	
V. Departmental Organization and Teaching Staff				
A. The Agricultural Teaching Staff	1		2	
B. Department Organization and Administration	1		2	
VI. Supervision of Instruction	1	2	3	
VII. Administration	1			1
VIII. Articulation and Community Service	1	1		
A. Cooperation with other Agencies				
B. Community Service				
IX. Public Relations				
Total	12	8	29	11

In other words, the needed information should be recorded in 'specifics' following each question item. The information items should be on the evaluation form spaced to allow for a record of information requested. The information items requested should be specific and listed to conform with the check items following. If the information items are general, too involved and recorded in devious ways the validity of the evaluation is decreased. As far as possible record all needed information on the blank evaluation form.

I am impressed with the need of pointing up the information items more specifically and calling for much less detail. Use index items which will be listed the same by all evaluators. Do not list any items under 'Information Needed' unless such information is needed to make a rating on the check items. After all is said you are sampling the prevailing conditions and making an appraisal by sampling.

Humphrey's position proved valuable in re-emphasizing the need for clarity in the instructions for applying the criteria. Further study of the second revision revealed that certain items of information called for were irrelevant to the evaluation of a program. However, exception was taken to his further recommendation on gathering and recording information.

Granting that the use of the sample may be more efficient than the use of the inventory, census and documentation techniques in evaluation, it seemed highly unlikely that a valid sampling procedure could be devised within the scope of this study and when it was considered that community college program of agriculture was still largely in a stage of pioneer development.

At the same time it was believed that the combined information called for in the second revision, together with a conclusive treatment of the evaluation, collected in a separate volume, would be of more

service to the institution for the purposes of reference, stimulation and improvement than perhaps the evaluation manual itself. It was believed that the community college program of agriculture did not reach a scope of involvement too great to warrant the recording of the complete picture of the program. Inasmuch as the evaluation of a public institution becomes a private matter, placing specific ratings on the worth of individuals in their capacities of service, it was felt that the proposal to record the information gathered, as well as the conclusions reached apart from the evaluation instrument was an improvement over previous studies in the evaluation of public educational programs.

A second juror recommended that the criteria proper—that is, the instrument for evaluation—should include bibliographical references citing the sources from which the material was drawn. Exception was taken to this position on the ground that the criteria in their final form amount to the conclusion of a larger study which treated the procedure of their formulation. It appeared that the criteria, or conclusion, printed apart from the study would become a guiding instrument and not an academic study.

One juror took exception to the terms "adequate", "How adequate", "How well", and "To what extent" as appropriate measures in evaluation, calling for definitions of these terms if they were to be retained in the criteria.

The terms questioned were placed in the criteria in the interrogative form for the purpose of prompting the evaluator to register qualitative value judgments on specific areas of the program. It was

intended that these judgments be made in terms of the prevailing conditions and provisions found in an area of the program as compared to the standard of excellence stated in the pertinent "Guiding Principle." As implied in the instructions of the second revisions, "adequacy," "extent," and "well" were defined individually each time they appeared in the criteria, in terms of the "Guiding Principle" to which they referred. Applying the five-point qualitative scale described in the instructions, the conditions and provisions within a given area of a program would be judged "adequate" to the five level if they fully met the standard of excellence described in the "Guiding Principle." Following the same procedure, provisions were made for the evaluator to register "adequacy," "extent" and "well" to the four, three, two and one levels as these symbols were defined in the instructions of the second revision.

Areas of Reconciliation. Three jurors took fundamental exceptions to the provisions outlined in Section II B, "Curriculum for Youth in Agriculture," of the second revision. It was proposed in the "Guiding Principle" that the community college should "provide a well-integrated curriculum of education to meet the needs of the young men of the community who are in the process of becoming established in the business of farming." It was further stated that the curriculum should be sufficiently flexible (implying the liberal use of the elective system) to provide for the individual needs of "those who plan to pursue advanced technical and professional studies at other colleges and universities."

Caldwell raised this question: "Can you ignore more or less standard curricula set up by long established institutions? Right or wrong, curricula follow patterns."

Cunyus questioned the proposition of the single core curriculum, stating in his response to the second revision:

Our experience of four years with our two-year terminal vocational agriculture curriculum leads us more firmly to the conclusion that these students should be in separate sections and receive subject matter differing in content and emphasis from the pre-professional students.

Naturally we recognize the difficulty and prohibitive costs when there are only a few students of agriculture in some community colleges which would not justify special sections. In this event possibly the solution is to restrict offerings to the terminal vocational level rather than attempt to offer pre-professional agriculture courses.

French held to the position that the community college should offer a single curriculum in agriculture based on the farm enterprises of the community without necessary regard for the needs of the student who would transfer to the four-year institution. It was his stated opinion that there is no reason why a four-year institution should not accept the community centered courses offered at the community college provided that 1) the courses were of such content and offered under such conditions that they could be termed of the higher education level, and 2) the courses could reasonably be applied toward the requirements of the degree which the student may seek.

The requirements of a "general education" at the higher education level were described in Chapter II of this study. A further study of curricula for students of agriculture in the community college was reported in the present chapter.

It was believed at the time of the drafting of the second revision that the inclusion of the findings of the curricular study would prove helpful as a guide to the further exploration of curricular needs in the community college program of agriculture. However, the response from the jury indicated that such information should be reported through some other media than an evaluation instrument. It was evident that the note on the study included in the second revision could be interpreted to advocate the offering of the list of courses described without regard to community conditions and individual needs as pointed out in the criteria.

The "Guiding Principle" was projected on the premise that the community college is dedicated, within its economic limits, to meet the educational needs of its community population. Part of these educational needs are peculiar to the economic, social and political characteristics of the local community. Others are common to all citizens of the United States.

The community college has been designated as an institution of higher education, setting its work apart from that of the secondary school level including those institutions known as vocational schools and trade schools.

Recalling the development of a farm business of an ever increasing degree of complexity, and assuming that the community college should direct its program of agriculture toward training the leadership of its farm community, the curriculum referred to in the "Guiding Principle" is one of higher education derived from an up-to-date analysis of the total educational needs of the farm leaders of the community for the present and the foreseeable future.

It was deemed advisable to delete the note summarizing the curricular study from the third draft of the criteria.

In Section VIII, "Administration" of the second revision it was pointed out that both the "Guiding Principle" and the "Item" group dealt with policy as well as administration. It was pointed out that policy "makes way for administration". It was suggested by the juror that the policy feature be retained and that the title of the section be changed to read, "Policy and Administration."

CHAPTER IV

TRIAL APPLICATION OF THE CRITERIA

A part of the validating procedure in formulating the criteria was to make a trial application of the instrument to a typical community college program of agriculture. The reduction of the number of applications to one was made possible by the employment of a jury of experts qualified to pass judgment on the instrument in its formulative stages, and by employing the inventory rather than a sampling technique in gathering needed information in the process of applying the criteria.

It was postulated here that the work of a jury of experts plus a single application of the resulting criteria to a representative community college program of agriculture would lead to the development of an improved set of criteria of a sufficiently high state of reliability and flexibility for its general use in evaluating all community college programs of agriculture.

The fact that members of the jury worked individually in widely separated areas of the country, although highly important in the validating process, gave rise to the possibility of the total oversight of certain points of weakness which may have existed in the

criteria. Brunner⁸⁷ demonstrated that a high percentage of such weak points could be brought to light in a single application of a set of criteria to a representative program of preparation for teachers of vocational agriculture.

The objectives of the trial application in this study included the following:

1. To determine the extent of the clarity of the formulation and provisions of the criteria
2. To detect omissions and duplications
3. To determine the applicability of the component parts of the criteria
4. To observe the extent to which the criteria reflected the known conditions existing in the college and the community
5. To determine whether a body of valid and usable recommendations could result from the application of the criteria

After careful consideration of a suitable college for a trial evaluation San Angelo College of San Angelo, Texas, was selected for the following reasons:

1. The administrative officers and the agricultural teaching staff displayed a keen interest in the evaluation project, volunteering their time and the facilities of the college for the trial evaluation.
2. The college serves a large agrarian region.
3. The department of agriculture was established in 1947, which marked the beginning of a recent trend toward the inclusion of agriculture in the community college.
4. The full-time teaching staff in the agricultural department consisted of two instructors, representing the mean

⁸⁷Henry S. Brunner, Criteria for Evaluating Programs of Preparation for Teachers of Vocational Agriculture (Columbus, Ohio: 1943), Ohio State University, Unpublished Ph. D. thesis, pp. 442.

number of full-time instructors per department for the 110 departments in community colleges in the United States.

5. The institution controls and operates a farm.
6. The department was known to be active in rural youth and adult education, and in rural community service.
7. The college has shown a consistent growth since 1947.

Arrangements were made through Professor R. B. Dooley, chairman of the San Angelo College department of agriculture to use the second revision of the criteria in evaluating the program of agriculture of San Angelo College.

Procedure. Copies of the criteria were mailed to the president of the college, the dean, director of public relations, librarian, chairman of the faculty guidance committee and the two departmental instructors ten days prior to the evaluation.

Upon arrival at the campus the student held conferences with President Rex F. Johnston, Dean Burl M. Abel, Librarian Delia Westbrook, Professor Dooley and Professor M. B. Inman, Jr. of the agriculture department. This group constituted the evaluation committee, with President Johnston serving as chairman.

The chairman named this student and his assistant, Juanita Clyburn, consultants to the committee.

The inventory, interview and documentation techniques were employed to compile the "Information Needed." Three days were required to assemble the needed information.

All information gathered, except that of a documentary nature was assembled, organized, copied in multiple form and made available to committee members. On the fourth day of the evaluation the committee

organized itself on a workshop basis to discuss the evaluation and the merits of the criteria as an evaluative instrument. The order of discussion was as follows:

1. The completeness, significance and usability of the information requested and secured
2. The appropriateness of the "Check Items"
3. The appropriateness of the evaluation questions
4. An appraisal of the major areas of the program
5. Summary of committee opinion and recommendations for revision of the criteria

Changes in the Criteria Recommended by the Evaluation Committee

The criteria, with the exception of certain points discussed below, proved to be highly sensitive to the conditions and provisions existing in the San Angelo College program of agriculture. The combined information gathered, headed by an introduction to the evaluation, and the concluding statement produced a concise, yet extremely comprehensive picture of the program. The concluding recommendations appeared to be well in line with both the evaluation and with the realm of reality to the college.

Certain weaknesses of the criteria were discovered by the committee, which are discussed here.

Co-Curricular Activities for Youth in Agriculture. The material called for in the "Information Needed" section revealed duplications in instructions. The application revealed that the information was not called for in logical order. In No. 2 i, calling for a "representative sample copy of the minutes of regular meetings," it appeared

that a more valid picture of the report may be obtained by calling for the minutes of a specified meeting.

The trial application suggested that No. 2 may be strengthened by changing it to read as follows:

2. Prepare a statement pertaining to the campus organization to which most students of agriculture belong, giving the following information:
 - a. Constitution and by-laws
 - b. Names of offices and officers
 - c. Roster of paid membership
 - d. Financial statement
 - e. Current program of work, including the membership of the standing committees and special committees charged with its execution
 - f. The mean attendance at regular meetings for the past year
 - g. A copy of the minutes of the most recent regular meeting
 - h. A summary of the organizations' activities, accomplishments and failures in the past.

Classroom and Laboratory Facilities. Number 5 under "Information Needed" was found to duplicate the information called for in Number 4.

Shop and Instructional Facilities for Farm Mechanics. In gathering the information called for in this section it was revealed that machinery and equipment required in teaching the adaptation of farm power—for example, tractors, power lifts, irrigation pumps, and stationary engines—is normally located on the farm proper of the community college, but not necessarily in the instructional shop building. It appeared that more adequate provisions should be made to account for farm power and equipment devoted to instructional purposes.

In applying the same section it was observed that one tool may be required in the teaching of two or more skills. For instance, a common screw-driver is required in all four areas of the classification called for. It was concluded that provisions should be made to account for the multiple service of tools and equipment.

Institutional Farm. It was revealed that No. 2 under "Information Needed" was duplicated by the material called for in Section D. It was concluded that since the information was classified according to courses offered in Section D, it would be appropriate to delete No. 2 of Section C. In doing so, however, it was believed that some provision should be made in Section D to distinguish facilities on the college farm from those furnished by individuals in the community.

Guidance Organization. Number 4 under "Information Needed" was duplicated by information called for in Number 1. It was revealed that Item j in the "Item" group duplicated Item k.

The College Catalogue. It was recommended that the listing of standing faculty committees be included in the catalogue, and that an appropriate item be added for this to the "Item" group.

The Agricultural Teaching Staff. It was recommended that Number 1, b under "Information Needed" be deleted, and the information be provided by changing Number 1, d to read, "A record of employment past the age of 14, showing the name of the employer, dates of employment and nature of employment."

In Number 2 it was recommended that the system for accounting for hours per week of employment for each instructor be changed to more clearly designate the initial figures from the subtotals and totals.

Number 3, calling for a student rating of the instructor, and Number 4, calling for a faculty rating of the instructor, were objected to on the ground that such action represented special treatment to a select group within the faculty. This was termed poor supervisory policy. The omission of these two items of information would necessitate the deletion of Item c of the succeeding "Item" group.

Supervision and Evaluation of Instruction. The appropriateness of the evaluation feature of this criterion was questioned, since it amounted to evaluating an evaluation. At the time of the trial there had been no criteria developed for evaluating agricultural instruction in the community college. Even if there had been existing criteria for this purpose it would have been doubtful if one evaluation would have produced a reliable appraisal of the other. It was suggested that the supervisory feature of the criterion could be strengthened by refraining from examining any evaluative techniques employed by the supervisory service.

Numbers 2, 3, and 4, under "Information Needed" were shown to be duplicated by information called for in Number 1.

In the "Item" group it was revealed that the extent to which the institution meets the condition in Item a, is revealed by the response to Items b, c, and d. Therefore, Item a may be deleted without affecting the evaluation.

Administration. The application of the criterion revealed that it treated institutional policy as well as administration. The question arose as to whether the "policy" feature should be eliminated or whether it should be retained and the term "policy" added to the title of the criterion.

Number 3, of "Information Needed" was designed to record the attitude of the chief administrative officer toward the department of agriculture and to reveal the extent of his acquaintance with the aims and objectives of the department. It was recalled, however, these criteria were designed to evaluate programs, not attitudes. The instructions proved ineffective in directly relating the chief administrator to the aims and objectives of the department.

The committee's analysis showed that Number 5 of "Information Needed" was an evaluative question and not an instrument for gathering pertinent information.

Item b of the "Item" group was duplicated in Item f.

Articulation and Community Service. The field study revealed that the condition described in Item a, of the "Item" group, was irrelevant to the excellence of the advisory service of the community college program of agriculture. Therefore, the item was deemed out of order.

It appeared advisable to change Item g, of the "Item" group, to read as follows:

"The professional agricultural workers representing the secondary-schools, the soil conservation district and the Land-Grant college who are resident of the community are members and share in the leadership of an active adult farm organization sponsored or supported by the community college."

Public Relations. The information called for in Number 1 of the "Information Needed" was duplicated by Number 3.

The evaluation question appeared to be incomplete.

Plans for Revision and Improvement. The trial evaluation revealed that any plans for revision or improvement of the program of

agriculture growing out of the evaluation were external to the evaluative process itself, in so much as the evaluation was completed with the concluding statement. For this reason it was deemed advisable to delete Section XI, "Plans for Revision and Improvement", from the criteria.

Library Facilities. At the drafting of the second revision of the criteria there was some doubt of the availability of the information called for under Number 2 of "Information Needed". The direction called for the number of loans of agricultural materials per agricultural student for the past academic year. However, the trial application revealed that a reasonable estimate may be obtained by sampling the loan cards in the 630-638 series (Library of Congress System) of the library stacks. Although this did not reveal the extent of the loans to agricultural students, it did reveal an estimated number of loans from this series to all students.

It was the conclusion of the evaluation committee that in addition to pointing out weaknesses and strong points of the San Angelo College program of agriculture, the application of the criteria revealed many potential areas of service which had not before been recognized by the college officials. The committee stated further that, even though the criteria were not based on a financial study, their application revealed ways and means of reorganization of the program for the purposes of gaining increased efficiency. To this extent the evaluation had financial significance to the administrators of the program.

In summary, President Johnston stated:

I believe that there is evidence in your criteria of the proper flexibility which you need to adapt it to all situations. I have come to this conclusion after using the criteria at San Angelo College.⁸⁸

The proceedings of the trial application were forwarded to Chairman Humphreys of the jury for further review. The chairman accepted the findings resulting from the trial application, and recommended that appropriate changes be made in the final revision of the criteria. It was his concluding statement that, "Your test evaluation is invaluable and the procedures, cooperation received, and organization effected are impressive."⁸⁹

⁸⁸Rex F. Johnston, Unpublished Correspondence (San Angelo, Texas: March 16, 1953).

⁸⁹L. R. Humphreys, Unpublished Correspondence (Logan, Utah: March 21, 1953).

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

Following the process of study, advisement, design and revision the proposed criteria were advanced through their second revision. It was considered for the purposes of this study that the members of the jury reached practical agreement in their recommendations for drafting the third and final revision of the criteria.

As pointed out in Chapter III, there were three areas of disagreement on the principles followed in developing the criteria. One juror recommended that questionnaire forms be provided in the body of the instrument for the purposes of gathering information in the evaluative process, as opposed to the inventory and documentation procedures contained in the directives of the second revision. A second juror took exception to the use of the terms "adequate" and "well" as expressions of evaluation. Another juror recommended that bibliographical references of source materials be cited in the evaluative instrument as such materials were drawn upon.

Three jurors questioned the provisions of Section I B, Curriculum for Youth in Agriculture, of the second revision. An analysis of their respective positions indicated that reconciliation might be accomplished by reducing the provisions of the criterion to its essential elements.

In no instance was the findings revealed by the trial application in conflict with the stated opinions of the jury, except as may have been pointed out above.

To conclude the study a third revision was drafted in its final form as it appears in the following section.

**CRITERIA FOR EVALUATING PROGRAMS
OF AGRICULTURE IN THE
COMMUNITY COLLEGE**

Lloyd Clyburn

1953

CRITERIA FOR EVALUATING PROGRAMS OF AGRICULTURE
IN THE COMMUNITY COLLEGE

Third Revision

by

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Department of Agricultural Education
Louisiana State University
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CRITERIA FOR EVALUATING PROGRAMS OF AGRICULTURE IN THE COMMUNITY COLLEGEIntroduction

Although the philosophy and general objectives of the community college have found their way into our literature they have not been clearly stated in terms of agricultural education and responsibility toward the rural people in the local area.

In this study the general objectives of the program of agricultural education of the community college have been identified. A set of evaluative criteria has been designed to examine and evaluate its objectives and the ways and means employed by the community college in reaching its educational goals in agriculture for its rural population. This instrument of evaluation consists of criteria in nine major areas within the total program of agricultural education in the community college.

Each criterion is headed by a "Guiding Principle," or stated standard of excellence. This heading is followed by provisions for gathering pertinent information, called "Information Needed," and dealing with the particular area of inquiry. A list of conditions and provisions ("Check Items") believed to be characteristic of good community college programs of agriculture follows, by which the conditions and provisions found in the local program may be appraised. These conditions and provisions are believed to contribute directly to the operation of the "Guiding Principle." All of the conditions and provisions described in these check items may or may not be necessary or even desirable in every community college. The appropriateness of any one item may be determined by local community conditions.

Each section provides for the response to one or more questions designed to evaluate that area of the local program in terms of the guiding principle.

The criteria were designed to give direction to establishing new programs of agriculture in community colleges, and to serve as an instrument of self evaluation, stimulation and improvement for established programs.

Before applying these criteria for the purposes of evaluation it is important that a community college re-examine its basic philosophy and purposes to check against the appropriateness of the criteria. It is important that any institution using these criteria maintain a working philosophy which falls within the framework of the five characteristics stated below and summarized by the President's Commission on Higher Education.¹ These characteristics were enumerated by Bogue² as the basic philosophy of the community college.

1. The community college must make frequent surveys of its community so that it can adapt its program to the educational needs of its full-time students. These needs are both general and vocational.
2. Since the program is to serve a cross section of the youth population it is essential that consideration be given not only to apprentice-training but also cooperative procedures which provide for older students alternate periods of college attendance and remunerative work.

¹The President's Commission on Higher Education, Higher Education for American Democracy (Washington, D. C.: Government Printing Office, 1947), III, 6-7.

²Jesse P. Bogue, The Community College (New York: McGraw-Hill, 1950), pp. 49-50.

3. The community college must prepare its students to lead a rich and satisfying life, part of which involves earning a living. To this end the total educational effort, general and vocational, of any student must be a well-integrated single program, not two programs.
4. The community college must meet the needs also of those of its students who will go on to a more extended general education or to specialized and professional study at some other college or university.
5. The community college must be the center for the administration of a comprehensive adult education program.

This entire evaluation procedure is based on the premise that the educational needs of the rural population of the local community for the present and the foreseeable future have been determined beyond reasonable doubt. For this reason it is important that the institution meet the conditions and provisions under Section I A, Basis for the Program, to a reasonable degree of satisfaction before proceeding with the use of this instrument as an evaluative guide.

It was assumed here that instruction in the various related departments which serve students of agriculture is adequate. At the same time, however, it was considered essential that certain other related aspects of the institution be included in the evaluation.

The evaluative form should be used as far as possible as an instrument of self evaluation. In self evaluation, however, the worth of bringing in qualified consultants to check the evaluation can not be overemphasized.

Necessary variation should be expected in the check items in each criterion in light of the specific educational needs and conditions

peculiar to the local community, in order to obtain its maximum adaptability to the local community college program of agriculture.

Instructions for Making Evaluations

The sections "Information Needed" have been specifically designed as a key inventory of the institution as it concerns instruction in agriculture. Members of the college staff should prepare a separate folder, following the outline of the criteria, in which the materials called for are assembled in advance of the evaluation. If outside consultants are to be employed they should have copies, or access to, all of the collected information at least a week in advance of the evaluation.

The "Guiding Principle" is a stated standard of excellence or group of related principles against which the prevailing aspects of the college may be evaluated.

The "Check Item" groups consist of standards or conditions believed to be desirable in community college programs of agriculture, and in keeping with the accompanying "Guiding Principle." They are to be used to score provisions and conditions existing in the local program as revealed in the collected "Information Needed" and by the personal observation of the evaluators.

Scoring Check Items. Each check item is to be scored in the parentheses to the left with the symbols A, B, C, D, E or N on the basis of the related evidence contained in "Information Needed" and the personal observation of the evaluators.

The symbols of evaluation for the check items have the following meaning:

- A - Excellent. The condition or provision is present to an entirely satisfactory degree.
- B - Good. The condition or provision is present to a satisfactory degree for the most part and there is visible evidence of improvement.
- C - Fair. The condition or provision is present to the extent of meeting average requirements on a temporary basis, or present in an adequate amount but functioning poorly.
- D - Inferior. The condition or provision is present or appears in the plans, but is accomplishing the intended purpose to an unsatisfactory degree.
- E - Ineffective. The condition or provision is absent, failing to make a positive contribution to the program, or is conducted in a manner that is misleading to students or harmful to the community.
- N - Does not apply. The condition or provision does not apply to this community college, as shown by the rural community survey and the stated objectives of the college. (Where this symbol is applied give an explanation of why the condition or provision does not apply under "Comments" in the appropriate sections.)

Space is provided at the end of each "Check Item" group for including additional items which may apply to a particular department.

The "Comments" areas should be used freely by evaluators in order to record additional information considered pertinent to the successful operation of the program and to give further impetus to item scores.

Registering Evaluations. Evaluate each phase of the program on the basis of the item scores and the personal observation and judgment of the evaluators, weighing the prevailing provisions and conditions

against the stated "Guiding Principle." Use a five-point rating scale to indicate the following qualities:

- 5 - Excellent. The provisions or conditions are present and functioning to an excellent degree.
- 4 - Very Good. The conditions or provisions are present to an entirely satisfactory degree, and there is visible evidence of improvement.
- 3 - Satisfactory. The provisions or conditions are present to the extent of meeting the minimum requirements on a temporary basis.
- 2 - Poor. The provisions or conditions are present in an inadequate amount, or the service is functioning poorly.
- 1 - Unsatisfactory. The provisions or conditions are not present or are rendered ineffective.

Figures employed in the evaluation are to be regarded as convenient symbols, not quantitative statements.

I. THE PROGRAM OF INSTRUCTION

A. Basis for the Program

Guiding Principle. The program of instruction should represent the integrated judgments of the teaching staff, students, representative farmers and agricultural agencies. It should conform with the prevailing conditions derived from frequent and systematic surveys of the rural community.

The program should be frequently revised to meet the changing needs and interests of the rural population, both youth and adults.

Information Needed

1. Show by outline and diagram the organization of the department's advisory council. Name each member of the advisory council, stating his respective position as an advisor and his term of office. Describe the method of selecting and replacing advisory personnel.
2. Review the minutes of the advisory council meetings. Prepare a summary brief of the actions of the advisory council since the time of its establishment.
3. What provisions are made for regular meetings of the advisory council?
4. Present a report of the most recent rural community survey, in which the findings of earlier surveys (if any) are summarized.
5. List the farm enterprises of the community in order of their relative importance.
6. List the objectives of the institution in serving its rural population.

Check Items

- () a. An organized agricultural advisory council representing the teaching staff, students, farmers and agricultural agencies serves the institution in determining its agricultural program needs.
- () b. The advisory council is an active functioning body as shown by the effectiveness of its internal organization, the regularity of its meetings, and the manner of filling vacancies and replacing inactive members.
- () c. Meaningful minute records of the advisory council meetings are sent promptly all committee members in multiple form, copies of which are distributed to the chief administrative officer of the institution and its governing board.
- () d. The advisory council actively fosters a continuous improvement program for the department of agriculture.
- () e. The institution has recently completed a rural community survey which reveals the current economic, social and political conditions of the farm population. Methods and procedures employed in conducting the survey were scientifically sound.
- () f. The stated objectives of institution are in keeping with the educational needs of the rural population, both youth and adults.
- () g.

Evaluation

- () To what extent is there a well organized representative agricultural advisory council?
- () To what extent does the institution's agricultural advisory service and its community survey system reveal the educational needs of its rural population?

Comments

B. Curriculum for Youth in Agriculture

Guiding Principle. The institution should provide a well-integrated curriculum of education to meet the needs of the young men of the community who are in the process of becoming established in the business of farming. The curriculum should provide for a practical understanding of the democratic society in which they will live, as well as a functioning understanding of breeding, nurturing, management and other aspects of the economic production and marketing of the farm commodities common to the community.

The curriculum should be sufficiently flexible to provide for the individual needs of the students, including those part-time students who are actively engaged in farming, as well as those who plan to pursue advanced technical and professional studies at other colleges or universities.

Information Needed

1. Examine the agriculture curricula contained in the most recent college catalogue.
2. Attach the syllabi of the various agricultural courses open to youth in the college.
3. List the courses required by all students enrolled in agriculture.
4. List the additional courses recommended to students who plan to engage in full-time farming after two years college work.
5. List the additional courses recommended to students who plan to pursue advanced technical and professional studies at other colleges or universities.

6. Describe the procedure for arriving at the curriculum of part-time farm students.
7. Describe the procedure used in this institution to provide the vocational aspects of programs for young men who are in the process of becoming established in farming. Include a statement of the provisions for home visitations and supervision of home farm practice programs.
8. State any other provisions employed by the institution to adapt the curriculum to the needs of the students.

Check Items

- () a. There is sufficient provision in the curriculum for students to attain an adequate command of the English communication arts.
- () b. The curriculum provides for imparting to students a fundamental understanding of economic principles.
- () c. The curriculum provides for imparting to students a practical understanding of democratic procedures at the local, state and national levels.
- () d. The curriculum provides for imparting to students a basic understanding of the biological, chemical and physical sciences.
- () e. The agricultural courses offered in the curriculum are in keeping with the objectives of the institution.
- () f. The emphasis of the agricultural courses in the curriculum is in keeping with the needs of the community as revealed by a comprehensive rural community survey and the recommendations of a community advisory council made up of representative individuals in agricultural pursuits.

- () g. Provisions are made in the curriculum to meet the individual needs of students who would pursue advanced studies at other institutions, insofar as such provisions are economically feasible.
- () h. Provisions are made in the curriculum to meet the special needs of students who are in the process of becoming established in farming.
- () i. Provisions are made to meet the special needs of part-time students who are presently engaged in farming, including the supervision of their farming activities.
- () j.

Evaluation

- () To what extent does the curriculum provide for the educational needs of the young men of the community who are becoming established in the business of farming?
- () To what extent does the curriculum meet the needs of the lower division students who plan to take more specialized and professional study in agriculture at another college or university?

Comments

C. Co-Curricular Activities for Youth in Agriculture

Guiding Principle. The curriculum for youth in agriculture should provide such individual and group extraclass or co-curricular activities as are required to meet the social and recreational needs of the students. These activities should be designed to develop wholesome character and a spirit of democracy, including qualities of leadership, cooperation and followship, in the students.

Information Needed

1. List the campus organizations and supervised extraclass activities in which students of agriculture participate, showing the stated purposes of each organization or activity and the number of agriculture students who participate in it.
2. Prepare a statement pertaining to the campus organization to which most students of agriculture belong, giving the following information:
 - a. Constitution and by-laws
 - b. Names of offices and officers
 - c. Roster of paid membership
 - d. Financial statement
 - e. Current program of work, including the membership of the standing committees and special committees charged with its execution
 - f. The mean attendance at regular meetings for the past year
 - g. A copy of the minutes of the most recent regular meeting
 - h. A summary of the organization's activities, accomplishments and failures in the past.

Check Items

- () a. The institution provides a balanced program of co-curricular activities designed to promote the social and physical development of the student.
- () b. Individual and group activities adapted to the particular needs of students are provided.
- () c. Each student of agriculture engages in some activity not related to his field of study.
- () d. Careful supervision of all activities is exercised in order to insure the fulfillment of the purposes for which they were undertaken.
- () e. Participation in co-curricular activities to the extent of becoming harmful to the educational program of individual students is effectively discouraged.
- () f. Participation in the organization to which most students of agriculture belong is effective in stimulating appreciation and interest in the business and science of agriculture.
- () g. The objectives, activities and accomplishments of the organization to which most agriculture students belong are in keeping with democratic processes, providing for the exercise of leadership, followship and the discharge of responsibility, as shown by the work of the officers and the committees, and by the average attendance of the membership.
- () h. The organization follows ethical procedures and abides by local, state and federal laws in its money raising activities.

- () i. This organization affords opportunities for its members to cooperate in campus and community betterment.
- () j. Extraclass activities have efficient faculty sponsors.
- () k.

Evaluation

- () To what extent are the extra-class activities provided in the curriculum for youth in agriculture in keeping with the social and recreational interests and needs of the students?
- () To what extent do extra-class activities in which students in agriculture engage afford such experiences which will aid them in living in a democratic society?
- () To what extent are effective faculty advisors provided for co-curricular activities?

Comments

D. Program for Adults in Agriculture

Guiding Principle. The institution should maintain an organized long time educational program for its adult farm people, both men and women, who meet together at regular intervals to consider their mutual farm, home and community problems. This program should also include systematic instruction to meet the specific needs of farmers and farm women in the community when the nature and intensity of the instruction needed is such that it may not be readily provided by the secondary school or the Cooperative Agricultural and Home Economics Extension Service of the Land Grant College.

Information Needed

1. Show by outline or diagram the organization of the adult farmer education program for this institution.
2. Prepare a brief of the activities of the adult farm group for the past year.
3. Present a copy of the program of work of the adult farm group for the current year.
4. Review the attendance records, minutes, and other documents of administrative nature pertaining to the adult farm group.
5. Present syllabi or outlines of courses and programs now open to, and which have been participated in by adult farm people of the community.
6. List by name, occupation specialty, address and specific jobs performed by those who have assisted in conducting the adult farmer education program during the past year.

Check Items

- () a. The institution maintains an active organized community-wide educational program for its farm people.
- () b. Adult farmer education at this institution is a continuous process wherein men and women meet at least once a month the year round. (Evidence: minutes of meeting and attendance records.)
- () c. Special courses are offered by qualified teachers to meet specific needs of farmers and farm women in the community.
- () d. The plan of organization of the adult program, the program of work, course content, and activities of the group are in keeping with the objectives of the institution and the needs of the rural community.
- () e. The terms of enrollment or membership in the adult farmer education program are definitely defined in the official catalogue.
- () f.

Evaluation

- () To what extent does the institution provide an efficient program of adult education for farm men and women to consider their common problems?
- () To what extent does the institution offer instruction to meet the specific needs of adult farmers in the community?
- () To what extent are substantial numbers of men and women of the community participating in the program for adults in agriculture?

Comments

II. INSTRUCTIONAL PLANT AND FACILITIES

A. Classroom and Laboratory Facilities

Guiding Principle. The institution should maintain one or more classrooms and/or laboratories for the exclusive instruction in technical agricultural courses, adequately organized, equipped and located for giving instruction in the more important local farm problems and enterprises.

Information Needed

1. Prepare a floor plan sketch of the agricultural classrooms and laboratories showing seating area and capacity, lighting, heating facilities, ways of entrance and departure, storage facilities, work benches, water outlets, gas outlets and blackboards. Show the relative position of the agricultural classrooms and laboratories to the central campus, rest rooms, drinking fountains and route of thoroughfare.
2. List the standard classroom and laboratory teaching aids found in this department.
3. What provisions are made for obtaining new teaching aids?
4. List the agricultural courses and sections offered during the current year, giving the number of students enrolled in each section.

Check Items

- () a. One or more classrooms and laboratories, or combination classroom and laboratory, are used for the exclusive instruction in technical agricultural courses.

- () b. The floor space and seating facilities are adequate to accomodate the present and future enrollment in agriculture, both in the youth program and the adult program.
- () c. The classrooms and laboratories are adequately lighted.
- () d. The classrooms and laboratories are adequately heated.
- () e. The classrooms and laboratories are adequately ventilated.
- () f. The laboratories are equipped with suitable workbenches to accomodate the largest participating class.
- () g. Adequate storage is provided for preserving teaching aids, records and reference material needed for instruction in the various agricultural courses offered.
- () h. The laboratories are equipped with running water, electric service outlets and gas service outlets.
- () i. The department is equipped with adequate blackboard space, charts, books, bulletins, and other teaching aids needed for successful instruction in the agricultural courses offered.
- () j. The teaching aids in the department are well organized and easily available.
- () k. Teaching aids are kept up to date and in good state of repair.
- () l.

Evaluation

- () How well located and organized is the instructional plant?
- () To what extent are the classrooms and laboratories sufficient in number and size to satisfy present and future needs of instruction in agriculture?

() To what extent are the classrooms and laboratories adequately equipped for offering instruction in agriculture?

Comments

B. Shop and Instructional Facilities for Farm Mechanics

Guiding Principle. The institution should provide such housing and facilities as are needed for the satisfactory instruction in the use, maintenance and repair of the types of farm machinery and equipment used on the farms of the community. Instruction should also be provided in the construction of simple farm structures and the maintenance of farm buildings as they relate to the farm enterprises common to the community.

Information Needed

1. List by outline form the skills which should be taught to farmers and farm youth of the community in order that they may obtain needed proficiency in (a) the use and adaptation of farm power, (b) use and maintenance of farm machinery, (c) the erection and maintenance of simple farm structures. Present an up-to-date inventory on which the tools and equipment provided for attaining each of these skills are indicated.
2. Prepare a floor plan sketch of the shop, showing the relative dimensions and location of the room, windows, doors and workbenches. Show the location of all pieces of stationary equipment, tool cabinets, power outlets, source of heat, electric lighting, first aid kits, fire extinguishers, wash room and supply storage facilities.
3. Have the shop building inspected by a qualified safety engineer. (It is possible that the services of the city fire marshal may be obtained.) Attach his report to this section.

4. State the number of students in the largest class using the shop.
5. State the institution's budgetary plan for providing supplies and improving instructional facilities in the shop.

Check Items

- () a. The shop has been recently approved by a qualified safety engineer as being free from fire and bodily hazards.
- () b. Tools and equipment are available in adequate amounts to permit practice by students of the mechanical skills needed in operating a farm in this community.
- () c. Supplies are available for performing the more common mechanical skills needed in operating a farm in the community.
- () d. The floor space and arrangement of the shop layout is adequate to accomodate the largest class using the facilities.
- () e. The available equipment is adequate for instruction in farm power, farm structure and electrical development.
- () f. The hand tools are sufficient in number and kind to meet the variety of shop and farm jobs of the rural community.
- () g. An entrance is provided of sufficient height and width to permit farm machinery to be brought into the shop at the ground level. There is adequate floor space for assembling and dissembling the types of farm machinery used in the community.
- () h. Tools are maintained in good working order.
- () i. Adequate provisions are made for the maintenance, replacement and addition to the supply of tools and equipment.
- () j. The shop is reasonably clean and kept in orderly fashion.
- () k.

Evaluation

- () How adequate is the building and general layout to meet the instructional needs in farm mechanics?
- () How adequate are the provisions for safety and sanitation?
- () How adequate is the financial appropriation for the maintenance, replacement and modernization of tools and equipment?
- () How adequate is the institution's facilities and equipment for teaching the mechanical skills needed by farmers of the community?

Comments

C. Institutional Farm

Guiding Principle. The institution should own and operate a farm, as part of its instructional program, completely established and equipped as an economic unit of production in the major farm enterprises of the community.

Information Needed

1. Show the present land use plan for the institutional farm.
2. Prepare a statement as to the size, scope and anticipated financial return of each enterprise in which the institution is engaged.
3. Present a statement of worth of the institutional farm for the immediate past fiscal year.
4. Prepare a statement showing how the institutional farm contributes to the education of farm youth and adults of the community.

Check Items

- () a. The institution operates a farm as a part of its instructional program, which is suited for the economic unit production of the major farm enterprises of the community.
- () b. The important farm enterprises of the community are included in the farm setup, each as an economic unit of production.
- () c. There is evidence on the institutional farm of sound land use planning for commodity production, soil improvement and instructional purposes.
- () d. The farm buildings and layout, fencing and equipment are adequate to conduct regular farm operations for the enterprises included in the farm program and for the purposes of instruction.

- () e. Discounting the cost of extra labor and facilities incident to the instruction program the institutional farm is a financially sound business.

- () f.

Evaluation

- () How well is the institutional farm established as an economic unit of production of the farm commodities common to the community?
- () To what extent does the operation of the institutional farm contribute to the education of farm youth and adults of the community?

Comments

D. Facilities for Agricultural Instruction

Guiding Principle. Adequate facilities, animals, birds, crops, and specimens should be made available for instruction in all of the major farm enterprises of the community.

Note

The nature, variety and quantity of instructional farm facilities needed by any one community college will vary with the local farm enterprises and conditions. Local conditions and managerial factors may call for larger units in some instances and smaller units in others. The objective of the college farm program should be to combine the optimum size instructional units into a self-sufficient endeavor, making due allowances for the cost of labor and sacrifice of production involved in the process of organized instruction. (For example: a group of feeder steers may suffer considerable shrinkage in weight during the process of student practice in grading commercial cattle. This loss should be charged to instruction rather than to the feeding enterprise.)

It may be to the advantage of the institution to utilize some instructional facilities which may be provided by individual farmers to supplement the minimum college owned facilities. For example, cooperative arrangements may be made whereby a privately owned herd of cattle may be used to furnish practice in teaching market classes and grades and for other purposes of instruction.

In order for such cooperative arrangements to be successful there should be a written agreement executed between the institution and the private operator showing the responsibilities of each toward the instructional facilities to be used.

There are some instructional facilities and animals which, because of the nature of treatment subjected in the process of laboratory practice, should be owned and controlled by the college.

Facilities, animals and birds which are believed to positively accelerate instruction in the areas commonly offered at the community college and lower division of senior agricultural colleges are listed below. These recommendations are based on the Report of the Association of Land-Grant Colleges and Universities Senate Committee on Training Teachers of Vocational Agriculture (1952), recommendations of the agriculture section of the Texas Junior College Conference (College Station, Texas, October, 1952), and recommendations from the various advisors to this study. This list should be considered as general minimum recommendations for instruction at an optimum level of efficiency.

Beef Cattle

15 brood cows

4 replacement heifers

20 feeder cattle

Adequate facilities and equipment to accomodate the herd

Sheep

20 ewes of improved mutton type common to the community

20 ewes of improved fine wool type common to the community

1 single drop shearing unit

Sheep (Continued)

Drenching, vaccinating and handling equipment sufficient to accomodate the largest class of students.

Free access to a wool warehouse

Dairy

20 cows classified "Good" or above

4 replacement heifers

A Grade "A" dairy barn

A milk room containing sufficient floor space and facilities to accomodate the instruction of the largest anticipated class of student in laboratory fashion.

Access to a milk processing plant

Swine

One breeding unit of 8 sows

Drenching, vaccinating, handling and feeding equipment sufficient to accomodate the largest anticipated class of students

Ready access to a public slaughter plant

Poultry

500 laying hens of two breeds

A unit of 500 broilers

200 to 500 market turkeys

Housing and equipage adequate to accomodate these three units.

Access to a commercial hatchery

Access to a poultry dressing plant

Field Crops and Pasture Production

A growing herbarium to include the species common to the community.

Field Crops and Pasture Production (Continued)

A preserved herbarium of the species common to the community.

A farm on which the major crops and pastures of the community are produced on a sufficient scale to permit the demonstration of approved farm practices with modern equipment.

Fertilizer and variety demonstration plots of each of the major crops of the community.

Vegetable Production

A growing herbarium to include the major varieties of vegetables produced in the community.

A hot house, hot bed or other structure adequate to demonstrate methods of cool-season forcing.

A lathe house or other structure suitable to demonstrate methods of warm-season forcing.

Equipment for seed handling and seed storage sufficient to accommodate the largest anticipated class of students.

Access to the market place of the major truck crops produced in the community.

Fertilizer and variety demonstration plots of each of the major truck crops of the community.

Fruit Production

A growing herbarium to include the major varieties of the fruits produced commercially and for home consumption in the community.

A practice nursery for instruction in propagation of fruit plants.

Equipment for propagating and pruning fruit trees adequate to accommodate the largest anticipated class of students.

Access to the market place of the commercial fruit produced in the community.

Orchard management demonstration plots of each of the major fruits produced in the community.

Entomology

An array of preserved specimens of insects of economic importance to the community.

Manual operated mixing, dusting, and spraying equipment sufficient to make practical applications of the more common insecticides in dust, spray and gaseous forms.

A working relation with a commercial dusting and spraying establishment.

Information Needed

Enumerate by outline form the facilities, equipment, livestock and poultry available and used by the institution in instructing students in the agricultural courses listed in the catalogue. Indicate any facilities, livestock and poultry in the outline which are privately owned property.

Check Items

- () a. The institution's facilities are adequate for offering instruction in beef cattle production.
- () b. The institution's facilities are adequate to offer instruction in sheep production.
- () c. The institution's facilities are adequate for offering instruction in swine production.
- () d. The institution's facilities are adequate to offer instruction in dairy production.
- () e. The institution's facilities are adequate for offering instruction in poultry production.
- () f. The institution's facilities are adequate for offering instruction in vegetable production.

- () g. The institution's facilities are adequate for offering instruction in field crops and pasture production.
- () h. The institution's facilities are adequate for offering instruction in entomology.
- () i. The institution's facilities are adequate for offering instruction in fruit production.
- () j. The livestock and facilities used for instructional purposes are conveniently located and easily accessible in relation to the college campus.
- () k.

Evaluation

- () To what extent is the institution equipped with facilities, animals, birds, crops and specimens to offer instruction in the major farm enterprises of the community?
- () To what extent are the instructional facilities and livestock managed and situated for the attainment of efficiency of instruction?

Comments

III. LIBRARY FACILITIES AND SERVICES

Guiding Principle. The library of a community college should facilitate the instructional and public service programs of the college. Students, instructors and non-matriculated members of the agricultural community should have access to ample source material, as well as the accounts of current social, economic and technological developments in their fields of endeavor. The institution's library should provide a broad selection of reference books, technical reports, and current subscriptions to the technical, scientific and commodity journals pertinent to the farm enterprises of the community. Efficient library service and ample funds for the annual acquisitions of materials should be provided.

Information Needed

1. Prepare a classified list of agricultural reference materials found in the library, under the following headings:
 - a. Reference books, giving author, title and date of publication
 - b. Technical bulletins and reports from the state Land-Grant college agricultural experiment stations, the United States Department of Agriculture, and elsewhere
 - c. Scientific society journals (current subscriptions and number of volumes in the library)
 - d. Agricultural commodity journals (current subscriptions and number of volumes)
 - e. General farm periodicals (current subscriptions)
2. List any materials in the possession of the library other than those called for above which contribute to the excellence of service to agricultural students and farm people.

3. Prepare a statement of the ways and means employed by the agricultural teaching staff and the library staff to stimulate the use of the library.
4. Show if possible the number outside loans of agricultural materials per agricultural student enrolled for the last full academic year. In a relatively small library it may be possible to obtain this figure by inspecting the loan cards in the agricultural section of the library stacks (630-638, Library of Congress system) and the loan cards at the loan desk.
5. Prepare a statement showing the organization of the library service, including the names and professional qualifications of the personnel and the relation of the library staff to the administration and faculty.
6. Present a statement of policy governing the use of the library, hours open for service, access to stacks, and restrictions on circulation including circulation to persons not enrolled in the college.
7. How much money was allocated in the library budget for the purchase of books, periodicals and bindings in the agricultural field?

Check Items

- () a. The supply of basic reference books, including late publications, in the field of agricultural science is adequate to meet the needs of students, instructors and farmers of the community.

- () b. The supply of agricultural experiment station bulletins and technical reports relating to the farm enterprises of the community is comprehensive and up-to-date.
- () c. The library subscribes to the scientific journals pertinent to the farming enterprises of the community. These volumes are bound and retained as permanent references.
- () d. The library subscribes to the commodity journals pertinent to the farm enterprises of the community. The three most recent volumes of each of these publications are on file in the library.
- () e. There is evidence of alertness, aggressiveness and mutual cooperation among members of the library staff and the agricultural teaching staff in their effort to enrich the library as seen by the collection and preservation of local documents and the provision of other outstanding features.
- () f. The chief librarian has a thorough understanding of library science, having received professional training in this field.
- () g. The librarian has sufficient assistance of competent ability to render satisfactory library service.
- () h. Adequate funds are provided for the annual accessions of books, journals and periodicals.
- () i. There is evidence that students and teachers of agriculture and non-matriculated members of the farm community make regular use of the materials and services provided by the library.
- () j.

Evaluation

- () How adequate is the organized supply of books, bulletins, scientific journals, commodity journals and special documents of the library?
- () To what extent is the library adequately supervised and financed?
- () To what extent is the library used by the students and instructors of agriculture and by the non-matriculated members of the farm community?

Comments

IV. STUDENT PERSONNEL SERVICES

A. Organization of Guidance Service

Guiding Principle. The institution should maintain an organized guidance service, directed by skilled personnel, to assist students in solving their daily problems, in adjusting to changing life situations, and in planning their activities for the future.

Information Needed

1. Show by diagram and outline the structural organization of the student personnel program. Include all aspects of the program extending from recruitment through admission, orientation, counseling, discipline, student government to graduation or departure. Give the name, responsible position and professional qualifications of each person concerned with the functioning of the student personnel program.
2. Study all aspects of the student cumulative record file used in by this institution and present a copy of the cumulative record form.
3. List additional types of information gathered about students not shown on the cumulative record form.

Check Items

- () a. The institution utilizes the total resources of its faculty and the community in providing a functioning guidance program for its students.
- () b. The student personnel program articulates the community college with both the secondary schools of the community and the upper divisions of the senior colleges and universities.

- () c. A staff member well trained in guidance and counseling procedures is responsible for the over-all planning and directing of the program.
- () d. Special provisions are made for orienting new students to the institution.
- () e. The institution has a well articulated program of achievement, interest and aptitude testing for full-time students.
- () f. Students other than those enrolled in the adult division receive a thorough physical examination administered by a qualified physician at least once a year.
- () g. Provisions are made for administering special tests to individual students as need for such information arises.
- () h. The institution maintains for guidance purposes an effective, up-to-date and meaningful cumulative record of all students.
- () i. Students are provided with effective individual counseling service.
- () j. Counselors recognize problems which are beyond their counseling skills or can be handled more effectively by proper available referrals, as evidenced by the referral records on file.
- () k. The institution provides students and other institutions concerned with complete and meaningful transcripts of student records.

Evaluation

- () How effective is the guidance organization?
- () To what extent do members of the faculty share in the responsibilities of the guidance service?

- () How serviceable is the testing program?
- () How complete and usable are the student cumulative records?
- () How well are students oriented and counseled for present and future educational work?

Comments

B. The College Catalogue, Bulletins and Announcements

Guiding Principle. The catalogue is the official instrument of contract between the institution and the student. The catalogue should include an accurate, concise statement describing the purposes, programs, institutional offerings, personnel and plant of the college. The catalogue should include a clear statement of the obligations of the institution to students and the obligations of students to the institution. All bulletins, announcements and other representations of the institution should conform to a high standard of accuracy.

Information Needed

Compare the current college catalogue, bulletins and announcements with the existing practices and conditions at the college.

Check Items

- () a. The catalogue contains a full roster of the faculty showing professional rank, instructional assignments, earned degrees and the institutions granting them.
- () b. The catalogue includes a listing of the faculty standing committees.
- () c. The catalogue contains a clear statement of entrance requirements and graduation requirements.
- () d. The catalogue contains a meaningful description of all programs, courses and activities offered or fostered by the institution during the period for which it is issued.
- () e. Courses given in series are clearly indicated.

- () f. Courses not recommended for transfer credit are clearly indicated.
- () g. The catalogue lists few courses to be "given on demand."
- () h. The catalogue contains an accurate statement of the campus and living conditions, and an estimate of the necessary cost of living in the college community.
- () i. The catalogue contains a clear statement of all tuition, matriculation fees and other charges levied on students for enrollment in the various courses of instruction and use of college facilities.
- () j. The several conditions and provisions outlined in the catalogue are honored by students, instructors and the administrative officers of the institution.
- () k. All bulletins, announcements and other printed representations of the college portray the institution to a high state of accuracy and good taste.
- () l.

Evaluation

- () To what extent does the catalogue bulletins and announcements reveal the institution's program, course offerings, staff personnel, tuition and fees, student expenses and student activities on the campus?

Comments

C. Placement and Follow-Up Services

Guiding Principle. As the community college accepts the role of guiding its students in choosing training for their vocations it should also assume the responsibility of aiding them in finding suitable employment. The institution should maintain a placement service through which all students may secure aid in employment or scholarships for advanced study. It should be the further function of the placement service to aid in locating part-time employment for needy students. The institution should maintain cumulative records of its former students, assisting them in becoming progressively established in their chosen occupations. The institution should foster an alumni association through which its former students remain actively identified with the college.

Information Needed

1. Show from the placement records or from other sources the number of day-students in agriculture who are, a) employed on the part-time basis for themselves in farming, b) employed by others in occupations which will contribute to their ultimate vocations, c) employed in occupations non-related to their chosen vocations, d) seeking part-time employment but unable to locate suitable jobs. State the number of agriculture majors enrolled in the day-school program.
2. Present a statement as to the nature and scope of the institution's scholarship and aid program to assist graduates of the college in advanced study at other colleges and universities.

3. Prepare a summary statement of the follow-up study of the institution to include all former students who were agriculture majors in the five most recent graduating classes, showing the number in each of the following classifications: (a) private operators of farm businesses, (b) partners in farm businesses, (c) farm managers, (d) farm employees below the management level, (e) engaged in farm related occupations, such as farm service, farm finance, processing and marketing farm products, (f) engaged in professional agricultural teaching, research or consulting work, (g) pursuing advanced studies in agriculture, (h) pursuing advanced studies of non-agricultural nature, (i) non-agricultural occupations, (j) military service, (k) disabled from war injuries, (l) unemployed, (m) deceased, (n) other, (o) unaccounted for, (p) total.

Check Items

- () a. The institution is instrumental in assisting needy students in obtaining part-time employment which is complementary to their vocational objectives. Part-time employment is provided students on the college farm.
- () b. The institution actively assists its graduates in obtaining scholarships, employment and other forms of aid to facilitate their pursuit of advanced study at other colleges and universities.
- () c. The institution actively assists all students in obtaining suitable employment upon their departure from school.

- () d. The institution maintains an up-to-date cumulative record of all its former students in agriculture for the immediate past five graduating classes.
- () e. The institution offers counsel to its former students in becoming progressively established in their chosen occupations.
- () f. The institution fosters an active alumni association through which its former students remain actively identified with the college, its purposes and objectives.

Evaluation

- () To what extent do students in agriculture receive assistance from the institution's placement service in locating suitable employment?
- () To what extent does the institution continue to serve its former students?

Comments

V. DEPARTMENTAL ORGANIZATION AND TEACHING STAFF

A. The Agricultural Teaching Staff

Guiding Principle. The institution should employ a staff of teachers qualified by training, experience, personality and resourcefulness to teach efficiently and effectively all of the courses included in the program of agriculture and to offer effective leadership in co-curricular and community activities. Members of the teaching staff should actively pursue programs of technical and professional improvement.

Information Needed

Reproduce this section for each additional instructor and part-time instructor in the department of agriculture.

1. Compile the following information pertaining to the instructor:
 - a. Health status
 - b. Transcript of college credits showing majors and minors at undergraduate and graduate levels, and earned degrees
 - c. A record of employment past the age of 14, showing the name of employer, dates of employment and nature of employment
 - d. Duties in present employment, showing courses taught and other responsibilities for each semester (or quarter) including the summer months
 - e. Membership in farm organizations
 - f. Membership in professional organizations
 - g. Statement of scope and objectives of present professional improvement program

2. Prepare a statement revealing the nature and extent of the activities of the instructor, following this outline:

<u>Activities</u>	<u>Hours per Week</u>
a. Teaching	
Preparation for class and laboratory practice sessions	_____
Conducting class and laboratory practice sessions	_____
Reading assigned papers	_____
Supervision of student farming programs	_____
Total	_____
b. Student personnel work	
Counseling duties	_____
Student conferences not related to course work	_____
Sponsoring student activities and chaperoning student groups	_____
Total	_____
c. Departmental administration and supervision	
Conferences	_____
Correspondence	_____
Supervision of instruction	_____
Supervision of farming	_____
Total	_____

<u>Activities</u>	<u>Hours per Week</u>
d. Extra-departmental duties	
Supervision of law service	_____
Supervision of dormitory life	_____
Assistance in producing intercollegiate athletic events	_____
Other (enumerate)	_____
Total	_____
e. College administrative services	
Faculty meetings	_____
Committee service	_____
Administrative assistance	_____
Community research	_____
Total	_____
f. Public service—no extra pay	
Civic and social activities	_____
Speaking engagements—no pay	_____
Cooperative activities with other community agencies	_____
Public education services (newspaper, magazine, radio, television)	_____
Total	_____
g. Professional improvement	
Preparing papers for learned societies	_____
Contribution to technical and professional journals	_____
Attending professional conferences	_____
Graduate study	_____
Total	_____

<u>Activities</u>	<u>Hours per Week</u>
h. Personal and professional services-- pay from outside	
Lectures	_____
Writing for fee	_____
Editorial work	_____
Consulting work	_____
Research	_____
Total	_____
i. Private employment	
Self employment	_____
Other employment not accounted for	_____
Total	_____
j. Total service load	_____

3. Review the syllabi, teaching plans, achievement tests and source material for each of the courses currently taught by the instructor.
4. Observe the teacher at work at teaching in at least one of his current courses.
5. Review the work other than classroom teaching with which the instructor is charged.

Check Items

- () a. The instructor is physically able to perform the duties to which he is assigned.
- () b. The instructor is socially adapted to perform the duties to which he is assigned.

- () c. The instructor has had the needed farm experience to perform the duties to which he is assigned.
- () d. The instructor is technically qualified to perform the duties to which he is assigned, having received the Master's degree from a Land-Grant college and having graduate specialties in the fields in which he is now engaged.
- () e. The instructor is professionally qualified to perform the duties to which he is assigned, having been trained in the methodology of agricultural education and having acquainted himself with the philosophy and the objectives of the community college.
- () f. The instructor's record of employment shows progressive professional growth.
- () g. The instructor is actively identified with the major farm organizations of the community and state.
- () h. The instructor is actively identified with one or more professional organizations in his field.
- () i. The instructor is objectively pursuing a program of professional improvement designed to increase his proficiency as a teacher in this institution.
- () j. The instructor's institutional service load is in keeping with his physical capabilities and the forty-hour work week.
- () k. The instructor's extra-departmental duties do not retard the progress of the department, but contribute to its effectiveness and growth.

- () l. The instructor's extra-institutional activities do not hamper his physical and mental readiness nor infringe upon his college work day, but contribute to his proficiency as a teacher and to the well-being of the institution.
- () m. The instructor's syllabi, lesson plans and source material are up-to-date, and reflect the farm problems of the community.
- () n. The instructor utilizes an effective method of selecting, organizing and presenting instructional materials and in evaluating student achievement.
- () o.

Evaluation

- () How well is the instructor qualified in technical and professional education, in farm experience and in personality and resourcefulness to perform the duties to which he is assigned?
- () How well is the service load and outside activities of the instructor adjusted to his physical, technical and professional abilities?
- () How effectively does the instructor select, organize and present instructional materials, and evaluate student achievement?

Comments

B. Departmental Organization and Administration

Guiding Principle. The personnel and other resources of the department should be selected and organized to effectively and efficiently serve the educational needs of the youth and adults of the rural community.

Information Needed

1. Construct an organization chart of the personnel and resources of the department showing the role of each element in meeting the objectives of the department.
2. Consult the information compiled under V. A.

Check Items

- () a. The department employs at least one instructor holding the Master's degree with a graduate major or minor in the plant sciences.
- () b. The department employs at least one instructor holding the Master's degree with a graduate major or minor in the animal sciences.
- () c. At least one member of the departmental staff is employed on a twelve months basis.
- () d. Highly qualified instructors are retained on a part-time basis to offer instruction in specialized fields when the need for such service arises.
- () e. Instructors use the facilities provided by the institution and the community to the fullest extent in conducting their classes.

- () f. The duties and responsibilities of each instructor in the department are fully defined.
- () g. The department is provided with a travel budget adequate to reimburse instructors for expenses incurred from supervising farm programs of students, attending professional and farm organization meetings, and in acting in any other official capacity for the college.
- () h. The department operates on a definite budget and maintains sufficient records to readily account for the activities and expenditures within the department.
- () i. The head of the department files written progress reports with the administrative officers of the institution at frequent intervals.
- () j. The department is provided with adequate secretarial and clerical service.

Evaluation

- () To what extent is the departmental staff adequate in qualification and in number to carry out the stated objectives of the department?
- () How well organized is the department to fulfill its stated objectives in meeting the educational needs of the farm community?

Comments

VI. SUPERVISION OF INSTRUCTION

Guiding Principle. In order that members of the departmental staff may attain the maximum rate of professional growth the institution should maintain an active program of supervision of instruction which extends to the department of agriculture.

Information Needed

Prepare a statement describing the plan for supervising agricultural instruction in this institution. This should be a joint statement by the head of the department and the dean of the college. Include all aspects of the program including classroom visitations, teacher counseling and faculty meetings and other means devoted to the improvement of instruction.

Check Items

- () a. The supervisory staff member of the institution observes instruction in the department of agriculture at frequent intervals and aids individual teachers in the improvement of instruction.
- () b. The supervisory staff member offers ready counsel to teachers in problems dealing with improvement of instruction.
- () c. The institution holds frequent faculty meetings which are devoted largely to the improvement of instruction.

Evaluation

- () To what extent does the institution's supervisory program serve to improve instruction within the department of agriculture?

Comments

VII. ADMINISTRATION

Guiding Principle. The department of agriculture should function as an integral part of the total program of the community college. The administrative plan of the institution should provide for adequate leadership, financing and instruction looking to the maximum growth of the department in serving the community.

Information Needed

1. Supply an organization chart showing the relation of the department of agriculture to the administrative offices and the governing board. Show the relation of the agriculture department to the other component parts of the institution. Show the relation of the department to the component parts of the agricultural community.
2. Present a copy of any written statements defining the duties and responsibilities of the board members, administrative officers and faculty.
3. Prepare a statement as to the ways and means by which the chief administrative officer furnishes active leadership to the department of agriculture.
4. Present a copy of the departmental budget.

Check Items

- () a. The duties and responsibilities of the members of the governing board, the administrative officers and the agricultural faculty are well defined and respected by all persons concerned.

- () b. The administrative staff actively contributes leadership to the department as evidenced by attendance upon advisory council meetings, planning sessions and other affairs of the department.
- () c. Once administrative policy is set at this institution it is not subject to arbitrary change.
- () d. The departmental budget includes adequate funds for fulfilling the objectives of the department.
- () e.

Evaluation

- () How well are the affairs of the department of agriculture administered by the head of the institution?
- () How adequately is the department financed to meet its stated objectives?

Comments

VIII. ARTICULATION AND COMMUNITY SERVICE

A. Cooperation with Other Institutions and Agencies

Guiding Principle. There should be a functioning policy of articulation between the institution and the other agencies of agricultural education and information such as to provide a complementary relationship between the community college program of agriculture and the agricultural programs of the several other agencies and institutions serving the community.

Information Needed

1. By outline form show the extent of mutual cooperation between the community college and each of the agencies and institutions listed below in providing education for the farm youth and adults of the community:

- a. Local Soil Conservation District

Services rendered to the college by the district

Services rendered to the district by the college

Joint programs

- b. Secondary-schools within the college community

Services rendered to the college by the secondary-school

Services rendered to the secondary-school by the college

Joint programs (including articulation of secondary-school and college curricula, and the articulation of Young Farmer and Adult Farmer programs)

- c. The Cooperative Agricultural and Home Economics Extension

Service of the Land-Grant College

Services rendered to the community college by the
Extension Service

Services rendered to the Extension Service by the community college

Joint programs

d. The Land-Grant College Agricultural Experiment Station

Services rendered by the experiment station to the community college

Services rendered by the community college to the experiment station

Joint projects

e. The divisions of instruction of the Land-Grant College

Services rendered to the community college by the Land-Grant college

Services rendered to the Land-Grant college by the community college

Joint projects

2. Present a brief statement of the nature and extent of any over-all organization of the several agricultural education agencies and institutions in planning and carrying out a coordinated program of education for the benefit of the farm people of the community.

Check Items

- () a. The community college program of agriculture is articulated with the secondary-school in curricular and guidance services.
- () b. The program of agriculture for youth and adults in the community college is articulated with the Young Farmer and Adult Farmer programs of the secondary-schools of the community, being over and above, yet complementary to the secondary-school programs.
- () c. The maximum services and facilities of the community college are made available to and used by the secondary-schools, the

soil conservation district and the land-grant college in their respective programs in the community.

- () d. The services and facilities of the secondary-schools, the soil conservation district and the Land-Grant college are made available and used by the community college in carrying out its program in agriculture.
- () e. The community college is conducting joint projects of education or research with the secondary-school, the soil conservation district and the Land-Grant college.
- () f. All professional agricultural workers representing the secondary-school, the soil conservation district and the Land-Grant college who are resident of the community are members and share in the leadership of an active adult farmer organization sponsored or supported by the community college.
- () g.

Evaluation

- () How well is the local institution articulated with the other public agencies and institutions of education and information serving the community?
- () To what extent does the institution serve the community through other public agencies and organizations?

Comments

B. Community Service

Guiding Principle. The institution should utilize all available media to the fullest extent in carrying a program of education to the homes of the rural community population.

Information Needed

1. Outline any systematic plan which the institution employs to carry a program of education and information to rural people through the use of newspaper, radio, television, speeches, demonstrations or other media of communication.
2. Review the copy of information described above to determine its pertinence, quality and frequency of presentation.
3. Prepare a statement as to the extent which the college plant and facilities are used by non-matriculated persons other than those identified in VIII. A, for informational and social purposes.
4. Describe any agricultural services rendered by the institution not previously called for in this section.

Check Items

- () a. The institution maintains a working relationship with the various media of communication of the community through which it conducts a systematic program of pertinent agricultural education and information of high quality.
- () b. The institution maintains a speakers bureau through which pertinent agricultural information is channeled to the community population.

- () c. The institutional plant and available facilities are utilized to the fullest extent by organizations and individuals of the community for informational, cultural and social purposes.
- () d.

Evaluation

- () To what extent does the institution serve the non-matriculated members of the rural community?

Comments

IX. PUBLIC RELATIONS

Guiding Principle. To assure good public relations the institution should key its policies, activities and services to the best interests of the community. The college should interpret these policies, activities and services to the community for the purposes of securing a full understanding, appreciation and confidence in the institution.

Information Needed

1. Refer to the organization chart called for under VII, Administration. What relative position does the director of public relations hold in the organization plan of the institution?
2. What person is designated as director of public relations for the institution. What is the extent of his professional training and experience in public relations? To what extent is he acquainted with the farm problems of the community?
3. Review the clipping files of the institution. Appraise the appropriateness, completeness and structural quality of the news releases pertaining to the institution for the past year.
4. Obtain an appraisal of the institution's public relations program from the local newspaper and radio news editors.

Check Items

- () a. The public relations director occupies a position at the policy making level of the institution's organization.
- () b. The public relations director is qualified by training and experience to advise the chief administrative officer and

the governing board on the formulation and execution of institutional policy.

- () c. There is a spirit of warm and cooperative relationship among the faculty members, between the faculty and the administrative staff and between the student body and the administrative staff.
- () d. A collection of a year's news clippings pertaining to the college constitutes an accurate and comprehensive annual report of all aspects of the institution.
- () e. A review of the clipping files reveals that no one person or department was unduly or idly publicized.
- () f. The local news editors regard the institution's public relations program as efficient and sound.
- () g.

Evaluation

- () To what extent is public relations a functioning part of the policies of the institution?
- () How adequately does the institution inform members of the community of the policies, objectives, needs, services, activities and accomplishments of the college?

Comments

X. CONCLUSION

Prepare a summary and conclusive statement of the evaluation.

Recommendations

Since this was an official study of the American Association of Junior Colleges the recommendations stated here were directed to the Committee on Curriculum and Adult Education and the Co-Ordinating and Research Committee of the Association.

It was recommended that the Committees review the study with the view of, (1) acquainting the membership of the Association as a whole and the administrative officers and faculties of the 110 community college programs of agriculture in particular with the present criteria, (2) designing a second study leading to the further application and revision of the criteria, and (3) initiating additional studies for the purposes of developing criteria for evaluating the areas of the community college other than those pertaining to the program of agriculture.

It appeared that the 110 community colleges offering agricultural work would be best served by printing and making distribution of the third revision of the criteria as it stands in this chapter. It was believed that additional studies may be initiated and directed through the work of special committees of the Association.

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APPENDIX

APPENDIX A

A scaled checklist on curricular needs of youth in the community college program of agriculture was distributed to 47 farmers holding the Bachelor of Science degree or higher in agriculture from a Land-Grant college who were known to be outstanding in their respective fields of endeavor in the States of Louisiana and Texas, nine heads of commodity departments of instruction in the Land-Grant college of the two states, and six junior college instructors of agriculture. Twenty farmers, nine Land-Grant college department heads and six junior college instructors replied. A summary of the replies is shown on the checklist form below.

CHECKLIST OF OPINIONS AS TO THE SCOPE AND COVERAGE OF BASIC COLLEGE COURSES NEEDED BY FARMERS AND PROFESSIONAL AGRICULTURAL WORKERS

Directions

This checklist was designed to group the opinions of certain well-known farmers, ranchers and professional agricultural workers as to (1) what basic college preparation will best fit young men to enter directly into the business of farming and to fulfill their responsibilities of rural citizenship, and (2) what basic college preparation will best fit young men to enter into the field of professional agricultural study and finally work successfully with rural people.

Please place a check mark () in the space provided in Column 1, FARM, opposite the course content description which, in your opinion,

most nearly describes the type of training needed by young men going directly into the business of farming upon the completion of two years of college work. In Column 2, ADVANCED STUDY, place a check mark () in the space opposite the type of training described which is needed by young men preparing for advanced professional work.

<u>Field of Study</u>	<u>Summary of Opinions</u>	
	<u>Farm</u> <u>(1)</u>	<u>Advanced</u> <u>Study</u> <u>(2)</u>
<u>Communication</u>		
None.....		
English composition.....	11	
English composition, rhetoric.....	4	1
English composition, rhetoric, contemporary English and American literature.....		2
English composition, rhetoric, literature, speech.....	14	29
Other (Describe) _____		
<u>English composition, rhetoric, speech</u>	7	2
<u>Economics</u>		
None.....		
Seminar of local farm problems.....	16	3
Economic principles treating the theories of production, price and distribution, monetary and banking systems, and credit.....	15	31
Other _____		
<u>Seminar of local farm problems plus economic principles</u>	5	3
<u>Government</u>		
None.....	2	1
State and local government.....	4	
State history and government.....	2	
National history and government.....		
State and national government.....	2	1
Local, state and national government.....	24	32
Other _____		

Summary of Opinions

<u>Field of Study</u>	<u>Farm</u>	<u>Advanced Study</u>
<u>Sociology</u>		
None.....	6	4
Seminar or rural social problems.....	11	
A study of human society.....	1	3
Social maladjustments and social policy.....		1
Rural society, its structure, institutions and processes.....	5	13
One or more of the above courses followed by an introductory study of current marriage and family problems.....	11	9
One or more of the above courses followed by a study of the principle American racial and ethnic minority groups.....		3
Other _____		
<u>Elective</u>		1
<u>Botany</u>		
None.....	3	
Summarization of botanical forms and principles as treated in general biology.....	15	2
Botany of seed plants treating systematic position and gross anatomy of the major families of economic importance to the community.....	6	3
Botany of seed plants including the systematic position, gross anatomy, reproduction and life cycle; physiology of photosynthesis respiration and transpiration of the major families of economic importance to the community.....	12	31
Other _____		
<u>Zoology</u>		
None.....	7	
Summarization of zoological forms and principles as treated in general biology.....	11	1
Vertebrate zoology treating the structure, physiology, growth and reproduction of higher animals.....	8	14
Vertebrate zoology treating the structure, physiology, growth and reproduction of higher animals; and invertebrate zoology treating classification, comparison and physiology of invertebrate animals.....	6	18
Other _____		

<u>Summary of Opinions</u>		
<u>Field of Study</u>	<u>Farm</u>	<u>Advanced Study</u>
<u>Bacteriology</u>		
None.....	2	
Nature of bacterial relation to agriculture, sanitation, and the health of man, animals and plants.....	30	13
Microbiology treating the cultural physiological characteristics of the important groups of micro-organisms.....	2	21
Other		
<hr/>		
<u>Mathematics</u>		
None.....	1	1
Fundamentals of arithmetic as applied to farm problems.....	22	2
Fundamental mathematical proportions.....	5	5
Fundamentals of algebra, determinants, logarithms, graphic solution of systematic curves, sums and products of roots, complex numbers.....	5	7
College algebra including variation, progressions, mathematical induction, binomial theorem, theory of equations, permutations and combinations, partial fractions and infinite series.....		5
College algebra and plane trigonometry covering angles and coordinates.....		7
College algebra and trigonometry covering angles and coordinates solution of triangles, reduction theorems and formulas.....	2	8
Other		
<hr/>		
<u>Chemistry</u>		
None.....	4	
Common elements and the general laws of matter..	17	2
Common elements, general laws of matter, ionic exchange.....	3	
Common elements, general laws of matter, ionic exchange, the metals introduction to organic chemistry.....	4	1
Common elements, general laws of matter, ionic exchange, the metals organic chemistry to include the hydrocarbons, carbohydrates, proteins and vitamins.....	5	30
Other		

Summary of Opinions

<u>Field of Study</u>	<u>Farm</u>	<u>Advanced Study</u>
<u>Physics</u>		
None.....	8	3
Mechanics.....	5	2
Mechanics and electricity.....	7	4
Heat, mechanics, and electricity.....	10	6
Heat, mechanics, electricity, light and sound...	4	20
Other		
<hr/>		
<u>Farm Mechanics</u>		
None.....	1	
The adaptation of farm power, first echelon maintenance of farm machinery, structure and maintenance of farm buildings, farm electricity.....	29	30
Third echelon repair, design of equipment and structures.....	6	13
Other		
		1
<hr/>		
<u>Land Engineering</u>		
None.....		
Maintenance of earthen structures: terraces, drainage, irrigation water storage.....	22	5
Plane surveying.....	1	1
Design of earthen structures: terracing, drainage, irrigation, water storage.....	13	28
Other		
	1	1
<hr/>		
<u>Farm Management</u>		
None.....		1
Farm and ranch records.....	9	1
Managerial requirements and procedures emphasized in each commodity course taught....	6	1
A seminar in local farm economic problems.....	1	3
Farm accounting procedures, inventories, enterprise accounts.....	5	7
Principles of farm operation and management.....	9	18
Other <u>Units to include farm and ranch records,</u> <u>managerial requirements and procedures and</u> <u>seminar of local farm economic problems</u>	6	2

Summary of Opinions

<u>Field of Study</u>	<u>Farm</u>	<u>Advanced Study</u>
<u>Entomology</u>		
None.....	1	
Preparation and application of insecticidal materials for the control of the more harmful insects common to the community.....	18	3
The systematic position of the various insects, and the relation of the anatomy and physiology of the insect to control measures.....	3	4
A general course followed by a study of physiology, life history and control measures of various internal livestock parasites.....	5	4
One or more of the above courses followed by a course treating the physical and insecticidal properties, handling mixing and applying the common insecticides.....	7	23
Other		

Agronomy

None.....		
A general survey course designed to create in the student a lasting interest and appreciation of plant growth and crop production.....	3	1
Classification and distribution of the major crops, principles of seed selection, tillage and harvesting.....	3	5
Principles and practices of producing the major crops in the community, principles of soil conservation and soil fertility.....	10	11
Production of field crops, and introductory soil science.....	3	6
A practical study of crop production harvesting and marketing based on farm enterprises of individual students.....	16	10
Other		

Summary of Opinions

<u>Field of Study</u>	<u>Farm</u>	<u>Advanced Study</u>
<u>Animal Husbandry</u>		
None.....		
A general survey course designed to acquaint the student with the livestock industry and an appreciation of livestock production.....	5	3
A practical study of livestock production and marketing based on individual farm enterprises of the student and livestock enterprises common to the community.....	14	8
A general course in livestock production including the major types and breeds, followed by principles and practices of livestock feeding and animal nutrition.....	15	21
Other		
		1
<u>Dairy Husbandry</u>		
None.....		
The properties and values of milk, sanitation in milk handling, farm processing, selection of replacement animals.....	11	10
A basic course in handling milk, followed by a course covering the feeding and management of dairy cattle.....	12	15
A practical study of dairy farm operations based on individual farm enterprises of the students and the dairy enterprises in the community.....	9	7
Other		

Summary of Opinions

<u>Field of Study</u>	<u>Farm</u>	<u>Advanced Study</u>
<u>Horticulture</u>		
None.....	1	
A general survey course designed to acquaint the student with horticultural industries and to develop in him an interest and appreciation for fruit, vegetable, nut, and ornamental plant production.....	10	8
Principles and practices of propagating horticultural plants.....	6	7
Principles of plant propagation, and orchard management.....	1	3
Principles of plant propagation, orchard management, and vegetable gardening.....	5	8
Production and marketing of horticultural products as based on individual farm enterprises of the students and the horticultural enterprises common to the community.....	11	9
Other _____		
	1	
<u>Poultry Husbandry</u>		
None.....		
Principles and practices of poultry production under local and state conditions.....	5	2
Breeds and types of poultry; culling for egg production; incubation, brooding and feeding for growth and egg production; management, housing and hygiene; marketing methods.....	10	13
A practical study of poultry farming based on individual farm enterprises of students and the poultry enterprises in the community..	4	8
Other _____		

Name _____ Address _____

Occupation _____ Specialty _____

AUTOBIOGRAPHY

AUTOBIOGRAPHY

Lloyd Eugene Clyburn was born near Bullard, Smith County, Texas, August 26, 1922. He grew up on a small, diversified farm, graduating from Bullard High School in 1939. In 1943 he received the B. S. degree in agricultural education from the Agricultural and Mechanical College of Texas.

He taught vocational agriculture at Rosebud, Texas, the major part of the following year, before entering the Armed Forces. After release from the Armed Forces he taught in the Veterans' Institutional Farm Program of Van Zandt County, Texas, from March, 1946 to September, 1947. He served as instructor and head of the department of agriculture of the Southwest Texas Junior College, Uvalde, Texas, from September, 1947, to June, 1951. He received the M. Ed. degree in agricultural education from the Agricultural and Mechanical College of Texas in the summer of 1949. He entered the Graduate School of Louisiana State University and Agricultural and Mechanical College in June, 1951, and for the following two years pursued a program of study leading to the Ph. D. degree.

From August, 1951, to January, 1952, he served as farm editor of the Iberville South Newspaper of Plaquemine, Louisiana. In 1952-1953, he was employed as farm editor of the State-Times Newspaper of Baton Rouge. During the same period he served as editor of the Coastal

Cattleman Magazine of Baton Rouge, and editorial consultant to Cody Publications, Inc., of Kissimmee, Florida. In 1952 he contributed eight chapters on the economic history of Louisiana's agricultural, forestry and sulphur resources to the Louisiana State Directory.

The student was married to Juanita Stanley in 1944. They have two children--Lee Ellen born in 1946, and Steven Alexander born in 1948.

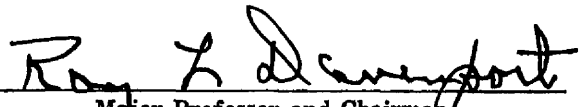
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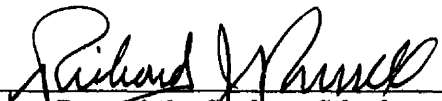
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Major Field: Vocational Agricultural Education

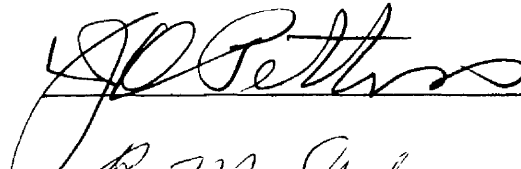
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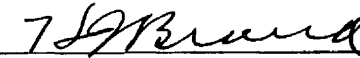
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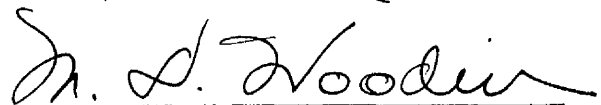

Major Professor and Chairman


Dean of the Graduate School

EXAMINING COMMITTEE:


B. W. Gule







Date of Examination:

May 6, 1953